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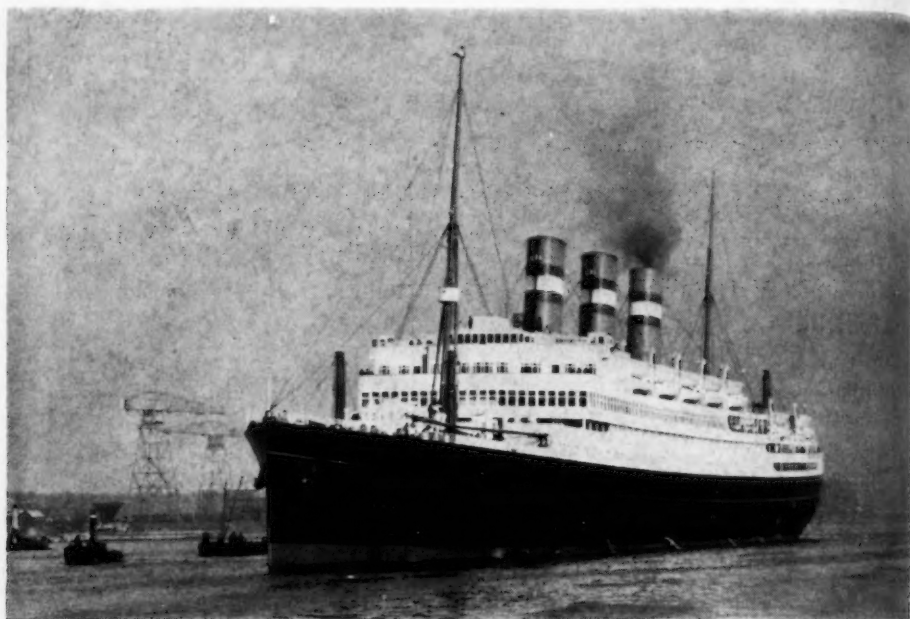
NUMBER 4

BULLETIN
OF
THE AMERICAN ASSOCIATION
OF
UNIVERSITY PROFESSORS

ANNUAL MEETING REPORTS
(Concluded)

FREEDOM OF TEACHING

APRIL · 1936



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FREEDOM OF TEACHING

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TABLE OF CONTENTS

EDITORIAL NOTE.....	228
EDITORIAL	
Membership of Professional Leaders in the Association.....	229
ANNUAL MEETING REPORTS	
International Relations, Report of Committee C.....	231
Cooperation with Latin American Universities, Report of Committee L.....	233
Economic Condition of the Profession, Report of Committee Z.....	238
NOTES AND ANNOUNCEMENTS	
American Council on Education.....	240
Commission on Educational Freedom.....	241
Carnegie Foundation for the Advancement of Teaching.....	242
Defense of Freedom of Teaching.....	243
Rhodes Scholarships.....	245
International University Conference.....	245
Summer Courses in Europe.....	246
Dates of Meetings.....	246
Notes from the Washington Office.....	247
Information Needed by Committee Y.....	247
EDUCATIONAL DISCUSSION	
Academic Freedom, <i>W. W. Cook</i>	248
Shall the University Be Free? <i>J. R. Angell</i>	260
Liberty in the Social Sciences.....	262
REVIEWS	
No Friendly Voice, <i>R. M. Hutchins</i>	269
Examination of Examinations, <i>Sir Philip Hartog and E. C. Rhodes</i>	271
Publications Received.....	272
NOTES FROM PERIODICALS.....	273
LOCAL AND CHAPTER NOTES	
Iowa State College, Disseminating Information about the Association.....	277

TABLE OF CONTENTS

227

New York State Regional Meetings.....	277
Oregon Higher Institutions, Tenure System.....	278
University of Pittsburgh, Comments on Academic Freedom..	278
Chapter Activities.....	279

MEMBERSHIP

Members Elected.....	281
Nominations for Membership.....	283

APPOINTMENT SERVICE ANNOUNCEMENTS

Vacancies Reported.....	287
Teachers Available.....	287

Contents of previous issues of the *Bulletin of the American Association of University Professors* may be found by consulting the **EDUCATION INDEX**.

EDITORIAL NOTE

The present issue completes the publication of committee reports from the annual meeting.

Particular attention is invited to information from various sources published on page 243 under the title of "Defense of Freedom of Speech." While no formal action has been taken other than the appointment of a special committee, the *Bulletin* and chapter letters have aimed to be of service by publishing material of this kind for the assistance of members where freedom of speech is endangered. Professor W. W. Cook's address on "Academic Freedom" before the regional meeting of the Association of American Colleges should be of particular value in this connection, and the letters between a university president and the head of the department of economics on page 262 are noteworthy.

In connection with the Report on International Relations mention may be made of letters received from certain members and chapters in regard to American participation in the Heidelberg celebration next June. The only related question with which we are directly concerned is that referred to on page 245, and the question involved there is merely that of participation in an international conference, in which we have previously taken part at Oxford in 1934, which happens this year to be held at Heidelberg.

The date of publication for the May *Bulletin* will be, as usual, slightly retarded in order to include announcements from the April Council meeting and the latest nominations received before the summer vacation.

EDITORIAL

MEMBERSHIP OF PROFESSIONAL LEADERS IN THE ASSOCIATION

The question has been raised from time to time of publishing a list of members of the Association classified by subjects, with incidental reference to the extent to which leading scholars in the various fields are included. In view of the more or less obvious and very substantial difficulties in the way of so comprehensive an undertaking, an attempt to meet the incidental need has been made by a review of the list of past presidents of a number of the specialist societies. The results of this review have been of such apparent significance as to make it desirable to publish them, though without any attempt at statistical completeness.

The American Association for the Advancement of Science naturally includes many investigators and others not connected with colleges and universities, and thus not eligible for membership in the Association. Of the last twenty-six presidents, ten were charter members of the A. A. U. P., four others are Active members; seven or more of the remainder would presumably have been ineligible for membership.

In the Mathematical Association of America, six of sixteen past presidents were charter members, all of the others have been members, and eleven of the sixteen are still included. Of thirty vice-presidents, some of whom afterwards became presidents, seven were charter members, eighteen are still members, only three of the thirty having no membership record.

In the American Economic Association, of thirty-four past presidents (in 1933) not less than twenty-two were charter members of the Association, three others were also Active members. Of the remainder some had died before the A. A. U. P. was organized and some were presumably ineligible.

Of the past twenty-five presidents of the American Historical Association, nine were charter members, six others are or have been members, five of the others were apparently ineligible.

In the American Sociological Society, six of the sixteen former presidents were charter members, all but one other are or have been Active members, the single exception not being eligible.

Of the forty-five past presidents of the Modern Language Association, twenty-one were charter members, six were elected to membership in 1915-16; four others are or have been members. Of the remainder several had died before the A. A. U. P. was organized.

Of fifteen presidents of the American Philological Association since 1920 nine were charter members, and the others active members in the Association.

The import of these figures needs little emphasis or interpretation. The application of other criteria of distinction in the various fields of scholarship, it is believed, would merely add similar evidence. That a distinct majority of the presidents of these representative societies have been members is in itself a fair index of the support which leaders in the academic profession have given to the Association.

ANNUAL MEETING REPORTS

INTERNATIONAL RELATIONS¹

REPORT OF COMMITTEE C

During the past year the Committee has assisted in realizing a plan for sending foreign lecturers to the small and geographically remote institutions which have been deprived of the privilege of receiving outside stimulation. Such groups as the Pacific Coast Regional Committee of the Social Science Research Council have brought to the attention of the Chairman of this Committee the isolation of the 1500 mile western coast and other regions from the East. However, the geographic barriers, particularly in the Far West, are so great that relations have been almost as much with the East as with the Pacific Coast institutions, excepting California and Stanford. While the Committee on International Relations has not to any great extent been able to minimize the isolation of the western coast, it has been of definite aid in bringing the stimulation of several fine foreign personalities to the small and remote institutions of the Northwest and South. These institutions were most anxious to offer hospitality to foreign scholars, particularly those lecturing in the field of international relations.

The first lecturer sent out was Dr. Karl Polanyi of Vienna, political scientist, author, lecturer, and Foreign Editor of *Der Osterreichische Volkswirt*. He visited twenty-four institutions in the southern states including Alabama, Arkansas, Georgia, Kentucky, Missouri, Tennessee, Virginia, and North and South Carolina. Instead of having the lecturers remain at each institution merely long enough to deliver a single lecture, Dr. Polanyi's itinerary was so planned that he remained at least two days in each institution in order not only to deliver one formal lecture but also to conduct informal discussions with faculty members and student groups. In the course of ten weeks Dr. Polanyi delivered forty-four lectures before audiences totaling 14,110 persons in addition to engaging in twenty-four group discussions with 887 members of faculty committees and members of student clubs. That the plan was a complete success is indicated by the enthusiastic and appreciative letters received from the administrative officers of the colleges visited by Dr. Polanyi. These institutions provided for Dr. Polanyi's maintenance during his visit and the Institute of International Education defrayed traveling expenses and provided a modest honorarium.

We have also been most fortunate in having secured Dr. Etienne Dennyery of France who is now lecturing in the Northwest. Dr. Dennyery is a former member of the *Ecole Normale Supérieure*, agrégé of the

¹ Received after the Annual Meeting.

Université, the economic expert of the Lytton Commission in Manchuria, and at present lecturer at the *Ecole Libre des Sciences Politiques* in Paris. His present itinerary includes colleges in the States of Nebraska, North and South Dakota, Montana, Idaho, Utah, Wyoming, Colorado, New Mexico, Texas, and Oklahoma. It is hoped that his lectures in these institutions will go far toward clarifying the understanding of the scholars in these institutions of the important position which France occupies in European affairs, both political and cultural. His report will be published early in 1936.

While the immediate presence of a fine scholar is desirable, the radio has done much in enlarging the horizons of American professors and students in remote regions. The Chairman of the Committee spoke over the air each week during the past academic year on some current phase of foreign affairs and their effect in the United States. The numerous letters he received are an evidence of the live interest with which our professors and students attended these messages over the air.

One of our Committee, Dr. Ross McFarland of the Department of Psychology at Columbia University, was a member of an expedition, composed largely of physiologists and biochemists from several universities in this country and abroad, who visited the Andes this summer to study the problems of anoxemia and adaptation to high altitudes. The findings of the expedition will undoubtedly have important implications in general physiology, biochemistry, and medicine. The following institutions sponsored the work of the group: The Physiological Institute of Cambridge University, England; Carlsberg Foundation, Denmark; University of Chicago; Columbia University; Duke University; Fatigue Laboratory of Harvard University; National Research Council; Rask-Orsted Fund, Denmark; Royal Society of London; Macy Foundation; and Milton Fund of Harvard University.

STEPHEN P. DUGGAN, *Chairman*

COOPERATION WITH LATIN AMERICAN UNIVERSITIES¹

REPORT OF COMMITTEE L

Early in the summer the Department of State appointed a National Committee on Intellectual Cooperation, the purpose of which will be to further in various ways the work in this field. The committee is presided over by Dr. John W. Studebaker, Commissioner of Education, and includes in its membership several scholars particularly interested in Latin American affairs, five college and university presidents, distinguished scientists and other men who are leaders in their respective fields and can contribute in various ways to the work of international cooperation. It is to be expected that as a result of the efforts of this committee there will be an increased interest in Latin America on the part of American universities and other institutions. It is also hoped that the organization of this body may serve to stimulate the setting up of similar groups in other countries. It may not be merely a coincidence that soon after this committee was organized the Chilean Government appointed a Chilean Committee on Intellectual Cooperation whose purposes are similar to those of the American committee.

It is a pleasure to report that early in the year two distinguished groups of Latin American educators visited the United States. The first to come was a Brazilian commission composed of leaders in the fields of teacher training, and vocational and secondary education. They remained in the United States several weeks, their visit being a signal success. Soon after this the Rector of the University of Chile came to this country accompanied by the deans of the Faculties of Law and Engineering, a member of the University Council, and one of the professors in the Faculty of Education. During their visit they covered a great deal of territory from the West to the Atlantic Coast and were the guests of several universities. In Washington a brilliant reception and dinner were given in their honor by the American Council on Education. Special mention is made of this because of the fact that the gathering was addressed by the Secretary of State, the Rector of the University of Chile, and other distinguished speakers, each one of whom made a splendid contribution to what might be called the philosophy underlying intellectual cooperation on this continent. At this point it would be well to emphasize the importance of visits of this nature, no matter how brief and hurried they may be. We can not have too many of these friendly contacts between groups and individuals with kindred interests. Not the least important result of such visits is the helpful cooperation they produce between different groups and organizations in the United

¹ Presented at the Annual Meeting, December 31, 1935.

States interested in Latin American affairs, the combined efforts of which are required to prepare the programs for the visits.

Among interesting intellectual missions to Latin America were the visit to Peru of nineteen students of archaeology from the University of New Mexico led by Professor Edgar L. Hewett, the group of 37 students from Clark University which made a second cruise to the Caribbean and also visited Panama under the direction of Professor C. F. Jones, and the study tour of 105 Columbia University students organized by Professor Mabel Carney of Teachers College to study rural education in Mexico. Academic credit was offered by Columbia University for this field course in Mexico, and the lecture program was in charge of Professor Carney, members of the Federal Department of Education of Mexico, and scholars in other fields such as history, economics, etc. No more significant example could be given of an experiment in cooperation between universities. It is to be desired that the number of such field courses may increase as time goes on.

It is not only through visits of groups such as those described above that cordial relationships between the various countries are promoted. The travel of individuals who are true representatives of the culture of their respective countries is always an important factor in intellectual interchange. This year several American professors interested particularly in the field of Latin American affairs traveled in the southern republics, among them Dr. C. H. Haring of Harvard, Dr. I. J. Cox of Northwestern, and Dr. Dana Munro of Princeton. The last named visited universities in Uruguay, Argentina, Paraguay, Chile, and Peru and lectured under the auspices of the Carnegie Endowment for International Peace. Another scholar who visited and lectured in Peru and Chile is Dr. T. S. Goodspeed, Director of the Botanical Garden of the University of California, who went to South America on a fellowship of the Guggenheim Foundation. Among Latin American visitors to the United States were the Rector of the University of Quito and the former Dean of the Faculty of Medicine of the University of Buenos Aires.

As in former years summer schools continued to be one of the most effective means of fostering friendships and cooperation in university circles. The University of Mexico's summer school this year had twice as many students from the United States in attendance as in 1934, and added a number of courses given in English, especially designed for American students not familiar with the Spanish language. The Committee on Cultural Relations with Latin America held its Tenth Seminar in Mexico and brought together many people from the United States and Mexico. Heretofore the membership of this seminar has been American and the faculty Mexican, but this year an effort

was made to invite professors from other Latin American countries, and Dr. Arturo Torres-Rioseco (Chilean) of the University of California led several significant discussions. Panama enriched its opportunities for summer study by opening a special summer school which was attended by more than 800 students, including 50 from the United States. The faculty was made up of Panamanian scholars, among whom was the President of the Republic, visiting professors from the United States, and many leaders in the fields of art, literature, education, etc. Judging from the auspicious beginning made by this new summer school, and in view of its strategic location at the crossroads of the western world, there is every reason to believe that it will develop into one of the most important centers for inter-American *rapprochement*, a sort of forum at which many problems common to the countries of this hemisphere will be discussed in an atmosphere of friendship and understanding.

Possibly inspired by the example of Mexico and Panama, the University of Chile will inaugurate its first summer session during the month of January. About 84 courses will be offered, and among the members of the faculty will be found men from Argentina, Uruguay, Panama, and Peru, and perhaps some of the other countries. This school also has the possibility of becoming another focus for intellectual interchange in South America.

As this report is being written, word has come from Guatemala that the Government is considering a project for a summer school, and that the Committee on Cultural Relations with Latin America will conduct the first of its seminars in that country early in January.

Another university was added to the higher institutions of learning when the University of Panama was inaugurated on October 7 last. The new university will consist for the present of a Central College of Arts and Sciences, in which various courses will be given leading to degrees in Arts and Letters, Law, Commerce, and Pharmacy. Facilities for pre-medical and pre-engineering studies are also afforded. The Peruvian University of San Marcos, chartered in 1551, and therefore the oldest in South America, was invited to act as "godmother" to the new university. Dr. Víctor M. Maúrtua, the noted Peruvian international lawyer, conveyed the greetings of his alma mater and presented the medals struck for the occasion by San Marcos. Dr. Octavio Méndez Pereira, Rector of the National Institute, which institution will form the nucleus for the new university, has been appointed Rector of the University.

Apropos of the University of San Marcos, which was closed for three years, it is a pleasure to report that it has reopened and is now functioning normally.

From the University of La Plata, Argentina, comes the news of the inauguration of a School of Journalism, the first of its type on the university level to be opened in Latin America.

Three important gatherings of a Pan American character took place during the year and contributed greatly to bringing together a number of scholars from the United States and Latin America, thus furnishing a good opportunity for scientific interchange. I refer to the Pan American Scientific Congress and the Pan American Child Welfare Congress (both held in Mexico City), and the Assembly of the Pan American Institute of Geography and History, which met in Washington last fall. Several scientific expeditions were conducted in Latin America and made great headway in opening up currents of interchange between scientists and scientific bodies in the United States and our neighbor countries. American universities played an important part in some of these expeditions, and particularly interesting were the combined efforts of American universities and the Carnegie Institution in Middle America, which have brought into close contact many scientists of the United States, Mexico, and Guatemala. The expeditions of the National Academy of Sciences of Philadelphia to Mexico, Guatemala, Panama, and Bolivia and the international expeditions to test the effects of altitude served a similar purpose.

According to the latest reports, nearly 900 Latin American students are at present registered in American universities, about 20 of them being recipients of scholarships secured for them through the Institute of International Education in New York. Six Latin Americans received fellowships from the Guggenheim Foundation for research in the following fields: medicine, public health, paleontology, biology, and electrical engineering.

During the period covered by this report, several letters have been received indicating a serious situation relative to the position of Spanish in the high school and university curriculum in the United States, a decline having been observed in the last few years. It is especially to be regretted that such a situation should develop at a time when interest in Latin American affairs is decidedly on the increase, and it seems opportune to suggest that an investigation be made to the end of evolving ways and means of preventing the study of the language from losing further ground. Spanish is in reality a fundamental tool in the work in which this Committee is interested. On the other hand, there are several reasons why we should feel optimistic even in the face of this situation. As stated before, an increase has been observed in the study of Latin American affairs and the tide of travel is turning more and more towards Latin America, each American traveler to the South becoming a potential student of Spanish.

It seems opportune to cite two honors bestowed on Latin American scholars that have produced a very favorable impression in Latin America. These were the honorary degrees conferred upon Dr. Carlos Porter, the Chilean naturalist, by DePaul University, and on Dr. Carlos Chardón, Chancellor of the University of Puerto Rico, by Dartmouth College. Although Dr. Chardón is technically an American citizen, the fact that he is racially a Latin American explains why his honorary degree should have been received as a compliment by the people of Latin America

L. S. ROWE, *Chairman*

ECONOMIC CONDITION OF THE PROFESSION

REPORT OF COMMITTEE Z¹

By advice of the officers of the Association to the Chairman, Committee Z existed through the greater part of the past year in a state of suspended animation. The occasion for this quiescence was primarily that Committee Y was conducting with special financial support an investigation of subject matter with which Committee Z has characteristically been concerned. However, during the recent past Committee Z has begun active planning for 1936. The purpose of this report is to outline provisionally certain plans which have been developed and to invite criticisms and particularly additions from members of the Association. Suggestions may be directed to the Chairman of the Committee at the University of Kentucky.

"Real Wages" of Professors

The Committee should, it appears, continue the studies initiated in earlier years as to the incomes of college and university professors in terms of purchasing power as compared with services rendered. This will involve not only inquiries directed toward salary and employment changes, but also others concerned with cost of living, changes in teaching (and other) loads, and the influence of price changes on non-salary income and investments of members of the profession. It will necessitate also some investigation as to the extent to which members of the profession may protect themselves against probable losses from shifts in salaries and their purchasing power, standards of living, tenure position, and value of savings.

At the moment the plans for this type of study are predicated on the belief among the economists on the Committee that some further decline in the purchasing power of money is inevitable. This presupposition will be checked against added evidence and with developments during the year.

Effectiveness of the Committee's Work

Some further effort should probably be made to ascertain the extent to which the work of the Committee serves a useful purpose. This will require cooperation from both university professors and university administrators. Possibly the fact that a check-up of this sort is made may encourage administrative utilization of the evidence available.

It is believed the use of findings may be encouraged also by couching the suggestions of the committee in terms sympathetic with the viewpoints of administrators. For example, if the Committee can find means

¹ Received after the Annual Meeting.

whereby money can be saved—as appears likely—these possibilities can be stated. Some opportunities of this sort have already been employed by a number of institutions.

Committee Procedure

One member of the Committee has urged that Committee Z as such should circularize chapters respecting the dangers to university and college salaries inherent in the present congressional and administration inflation policies and recommend that everyone concerned bring pressure to secure some modification in Washington monetary policies. Another member points to the public debt and taxation trends and to their effects on professors' well being.

Heretofore the Chairman of the Committee has been of the opinion that no political activity by the Committee, however non-partisan, was appropriate. It is believed, however, that the Committee might well be authorized to publish unanimous interim reports, provided they propose no political activity.

JAMES W. MARTIN, *Chairman*

NOTES AND ANNOUNCEMENTS

AMERICAN COUNCIL ON EDUCATION

The January issue of the *Educational Record* publishes a significant report of some 90 pages on "Human Resources," prepared by Dr. Goodwin Watson for a committee of the Council and submitted to the National Resources Committee of the Federal Government. This survey, which is comprehensive and highly suggestive, recommends a permanent national resources board and corresponding regional, state, and local boards to plan "for the development of human resources" through sections on Human Genetics, Childhood, Youth, and Adult Life. In summary, the reason for such a carefully organized national effort is thus stated:

"Human resources are more valuable than all other assets of this nation, but are now frequently wasted, underdeveloped, or misused. Planning for the wise use of natural resources involves and depends upon social planning."

Throughout the report much concise statement provides orientation and constructive guidance on the needs of concerted action in the various fields under each of the above four main sections.

Other articles of interest are those on the "Exploitation of Youth" by L. D. Coffman, from which extracts were quoted in the March *Bulletin*; "The Scope and Aim of a Personnel Program," by F. F. Bradshaw; and "In Appreciation of William T. Harris" by Payson Smith, read on the occasion of the recent centennial of the birth of this educational leader.

New sub-committees of the Council's Committee on the Problems and Plans in Education are announced as follows: Academic Freedom and Social Responsibility, "to survey the various phases of freedom and the desired relationship between educational institutions and society" and to cooperate with representatives of other organizations interested in the matter; Cooperation among Institutions of Higher Education; The Place of Radio in Organized Education; Research Fellowships and Grants-in-Aid of Research in Education, "established to study the system of fellowships now administered by the Social Science Research Council, the National Research Council, and the American Council of Learned Societies, with a view to determining the desirability and possibility of organizing similar fellowships and awards in the sciences of education;" and study of the Master's Degree.

A supplement to the *Educational Record* for January is devoted to a Report of the Fourth Educational Conference in New York, October 31 and November 1, 1935, under the auspices of The Committees on Personnel Methods and on Educational Testing of the American Council

on Education, The Commission of the Progressive Education Association on the Relation of School and College, The Cooperative Test Service, and The Educational Records Bureau. Among numerous addresses here printed may be noted the following: From Secondary School to College, Claude M. Fuess; State Requirements That Discourage Educated Persons from Teaching, Virginia C. Gildersleeve; The International Examinations Inquiry, I. L. Kandel; Recent Developments in School and College Relations, Eugene R. Smith; Admission Requirements, Advanced Studies, and the Freshman Year, Richard M. Gum-
mere.

The annual meeting of the Council will be held in Washington, May 1 and 2.

COMMISSION ON EDUCATIONAL FREEDOM

Announcement is made of the formation of a Commission on Educational Freedom to give active, vigorous leadership to efforts to arouse public opinion on behalf of the protection of academic freedom and the full rights of teachers as citizens.

This commission will endeavor to protect those teachers whose jobs are endangered through discrimination and whose academic freedom rights are threatened. A committee of ten, with Dr. Goodwin Watson, professor of education at Teachers College, Columbia University, as chairman, has been appointed to serve as the executive council of the commission.

The Commission on Educational Freedom proposes to:

- (1) Organize and carry on an educational program that will acquaint the lay public and professional groups with the necessity for educational freedom for teachers and students if education is to be a vital factor in the development of a democratic form of government.

- (2) Investigate reported violations of academic freedom and to make known the findings of such investigations. This action may be taken independently or in cooperation with other groups as the executive officers deem best.

- (3) Cooperate with other groups interested in academic freedom and to coordinate its program with other associations as members of the National Advisory Council on Academic Freedom.

- (4) Plan and carry out a program of action under the direction of the executive officers of the commission. Such plan and action shall be based on the facts revealed by the investigation or the information obtained from preliminary reports.

- (5) Make such studies of educational freedom in the schools as are necessary to further its work and activities.

Other members of the executive council of the commission, in addition to Dr. Watson, include: Frank Baker, State Teachers College, Milwaukee; Wilda Bayes, New York City; Russell Babcock, Winnetka Public Schools; Boyd H. Bode, the Ohio State University; Clyde R. Miller, Teachers College, Columbia University; Willard W. Beatty, *ex-officio*; Frederick L. Redefers, *ex-officio*. Two classroom teachers are to be elected by the executive officers at their first meeting.

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING,
ANNUAL REPORT

The 30th Annual Report by the President of the Foundation includes several significant sections dealing with current trends in higher education. Under the heading of "Spiritual Resources of the American College" a number of concise observations may be noted. In relation to a survey of the movements towards standardizing both in courses and policies governing faculty selection, promotion, and compensation, President Jessup declares:

"In the struggle toward academic respectability in which many institutions have engaged, much emphasis has been placed upon the external trappings of scholarship that are all too frequently specious. The possession of a doctorate or the multiplication of trivial publications has tended to blind those who are responsible for selecting, promoting, and making comfortable the teaching staff to the fact that personality is still an indispensable element in an institution's effectiveness. Standardizing associations meant well in their pressure on colleges to increase the number of doctors on their staff. This has resulted all too frequently in an accumulation of colorless, superficial scholars who were quick to recognize that the likeliest road to promotion lay in the direction of 'publication.'"

Continuing under the caption "The Teacher as Artist" he expresses the hope that "more institutions will recognize that their future is largely dependent upon the skill with which they select, promote, and make happy the right persons on their staff. . . . The unrolling of a college year resembles a great drama rather than the operation of a factory. . . .

"We have adopted techniques that have tended to ignore the differences in teachers in sharp contrast to the practice in music, painting, and the drama, where the artists themselves place their deserving fellows on pinnacles. We go to the play, the concert, or the opera, not usually for the novelty, but to see and hear the artist deal with old material—*Hamlet* or *La Bohème*. We might well give more recognition to our own great teachers as artists. Fortunate is the college which has as its cen-

tral aim the desire to recognize, liberate, and preserve this essentially artistic personal element in the teaching staff. . . .

In view of the acute problems of a rapid expansion in higher education, "it is small wonder that academic attention has shifted from the teacher and the taught to plans, experiment, and institutional organization. By and large, it is not too much to say that higher education in its zeal for conforming to external standards for personnel has too frequently lost sight of personalities. Fresh expedients in reorganization and experimentation can avail little without the warming fire of the personality of the teacher. . . .

"The opportunities facing American higher education today are unusual. Governing bodies that select administrative officers should seek not alone orderly minds, executive capacity, and high character. The men and women who will lead the advance must be possessed of worthy educational ideals. They must be sympathetic to the staff members who dream dreams because they themselves have dreamed and thought. . . ."

The following section is an especially timely analysis by President-Emeritus Pritchett of the Foundation on "The Old Age Pension as Related to American Life," including a highly pertinent critique of the Townsend Plan.

Among the summaries of the various activities carried on by the Foundation it is noted that a total of 95 colleges, universities, and technical schools are listed as associated with the Foundation. Of these 47 come under both the free pension and the contractual annuities, 23 under the contractual annuity plan, and 25 under the free pension plan only. The contractual annuity arrangement is operated by the Teachers Insurance and Annuity Association of America, through which 143 higher institutions and research organizations, together with their teachers and employees, contribute for the purchase of deferred retiring annuity contracts. For the year ending June 30, 1935, the total expenditure for retiring allowances and pensions by the Foundation was \$1,831,131. The total expenditure since the beginning in 1906 through 1935 is \$28,976,866.

During the past year the Foundation has disbursed for educational research projects \$112,700, and its grand total of disbursements was \$2,110,942.

DEFENSE OF FREEDOM OF TEACHING

At Cornell University about ninety faculty members recently signed a telegram to their Congressman in opposition to Senate Bill 2253, which proposes punishment of persons who "with intent to incite disaffection" urge any member of the army or navy to disobey the regula-

tions and laws of the service. In this statement it is pointed out that such a measure is a dangerous successor to the war-time Espionage Act under which any criticism of Governmental policies can be summarily penalized. Adding a personal argument to the general statement, Professor Walter F. Willcox emphasized the fact that one of his colleagues "incurred obloquy by urging that the World War should be financed more by taxation and less by bond issues. . . . Under the Espionage Act he might have been imprisoned for it. This suggests why university teachers protest against the present bill."

A delegation from the faculty of Vassar College, headed by Professor Alice D. Snyder, representing the local chapter of the Association, attended a public hearing in Albany on February 18 to argue for the repeal of the Ives Loyalty Oath Law. A resolution was furthermore passed by the chapter vigorously supporting the bill to repeal this Act. In releasing this resolution the president of the chapter issued the following statement:

"The tendency of reactionary groups in New York State to foist restrictions on freedom of speech in colleges and universities is a tendency against which the Vassar Chapter, American Association of University Professors, stands unalterably opposed. Though the Ives Law, on its face, seems harmless enough, its implications as a weapon of oppression in the hands of stand-patters and super-patriots are evident. It is not a matter of objection to the oath itself, but rather objection to a political orthodoxy which would single out the teaching profession and insist upon a formality which, whether or not harmless in itself, must surely detract from the sense of freedom which is a prime essential of the profession. The Ives Law smacks of the dictatorial, the autocratic, and might hamper a profession which accomplishes nothing in an atmosphere pervaded with undue restraint."

A group of citizens in Massachusetts has announced the organization of a state Society for Freedom in Teaching to promote the following aims:

- "1. To foster professional consciousness among teachers.
- "2. To employ all suitable means and methods to inform public opinion on the function which free investigation and honest instruction has played in shaping human character and promoting worthy social ends.
- "3. To guard the professional interests of teachers in legislation, and to dissuade political bodies from imposing special burdens, exactions, and restrictions on the teaching profession, or making detailed regulation of processes and programs that interfere with the true function of teaching."

The three classes of membership are designated as Active, open to anyone engaged in teaching; Student; and Associate, which may include any citizen of Massachusetts in sympathy with the aims of the Society. The call for membership has been signed by representative professors and teachers from various parts of the state. The reason for such an organization is described as the necessity to protect education from pressure-groups seeking to regulate the activities of schools and colleges. It is further contended that with the probable intensification of controversy and the growth of pressure politics, the teaching profession faces an increasing demand for regimentation.

At the annual meeting of the Department of Superintendence of the National Education Association in St. Louis from February 23 to 27 one of the main topics was the defense of free speech and protection from propaganda in teaching. Loyalty oaths were the particular object of protest, with special attention directed toward the proposed reenactment of the District of Columbia law prohibiting the payment of salary to any person teaching or advocating communism. More militant action in upholding teachers' rights was urged by Dr. Charles A. Beard, who emphasized the need for such effort. More extended reference to proceedings at this meeting will be made in a future issue of the *Bulletin*.

RHODES SCHOLARSHIPS

A recent announcement describing the conditions and procedure for the selection of Rhodes Scholars from the United States in 1936 emphasizes the desirability of bringing the Scholarships to the attention of promising candidates at the earliest possible date. Students might well be thinking about the possibilities as early as their sophomore or junior year and, since applications are due this year on November 7, any candidates for 1937 ought to have plans laid by the end of the present academic year. According to the statement, lectures by ex-Rhodes Scholars on Oxford and the Scholarships can be arranged for almost any institution at slight cost. Further information may be obtained from President Frank Aydelotte, Swarthmore College.

INTERNATIONAL UNIVERSITY CONFERENCE

The Third University Conference will be held at Heidelberg, June 24-27, succeeding those held in Oxford in 1934 and Grenoble in 1935. The question of authorizing formal representation will come before the Council at the April meeting. Any members who may be available for representation are invited to communicate as soon as practicable with the General Secretary at the Washington Office.

SUMMER COURSES IN EUROPE

Mention was made in the March issue of an extended list of summer schools and courses published by the World Peace Foundation, 80 West 40th Street, New York City. Information has since been received from the following:

The University of Heidelberg offers summer courses for foreigners from June 29 to August 8. Lecture courses will cover language, literature, art, music, and philosophy. Language courses are instituted for beginners, advanced students, and teachers. Lecture courses may be taken independently of the language courses, thereby giving students a better opportunity of fitting their branch of study to their own needs and interests.

Announcement has also been received of a summer course at the German Institute for Foreign Students at the University of Berlin, June 8 to August 1, and a vacation course in two terms from July 9 to 29 and from July 30 to August 19.

A summer course in psychology will be held at the University of Vienna from July 13 to August 8, 1936, under the auspices of the University of Kentucky. Further information may be obtained from Dr. Henry Beaumont, University of Kentucky.

DATES OF MEETINGS

National Association of Deans and Advisers of Men, Philadelphia, Pennsylvania, April 30-May 2.

American Association for Adult Education, Milwaukee, Wisconsin, May 20-22.

American Library Association, Richmond, Virginia, May 11-16.

Association of American Physicians, Atlantic City, New Jersey, May 5-6.

National Association of State Librarians, Springfield, Illinois, May 11-16.

National Research Council, Washington, D. C., April 27-29.

Society for the Promotion of Engineering Education, Madison, Wisconsin, June 23-26.

National Academy of Sciences, Washington, D. C., April 27-28.

American Law Institute, Washington, D. C., May 7-9.

Institute of Pacific Relations, Yosemite National Park, California, August 15-29.

American Astronomical Society, Cambridge, Massachusetts, September 2-5.

International Congress of Mathematics, Oslo, July 13-18.

International Congress of Mental Hygiene, Paris, July 17-31.

International Congress of Microbiology, London, July 25-August 1.

NOTES FROM THE WASHINGTON OFFICE

Members will recall that through the efforts of Committee P and General Secretary Cook a ruling was obtained from the Federal Income Tax Division that contributions by institutions towards future deferred annuity policies were not taxable. It appears that in certain states, however, a contrary ruling has been made. It is suggested that in any such case the attention of the local authorities be particularly called to the Federal ruling in question, as a persuasive precedent.

Persons interested in the list of institutions in which the Association has reported on tenure conditions will find a complete record of the work of Committee A in the *Bulletin* for May, 1932, and a list of institutions removed from the eligible list of the Association in that for January, 1936. A copy of this list and of institutions on which reports have been published since May, 1932, will be sent to any member without charge. Copies of the *Bulletin* for May, 1932, will be furnished at the usual rate of forty cents per copy. Information in regard to tenure conditions in any institution that has been subject to recent investigation may be obtained by writing to the Washington Office.

Members are reminded that nomination blanks for Council membership sent out with January bills should be returned to the office before summer.

INFORMATION NEEDED BY COMMITTEE Y

The scope and aims of the exploratory study now being carried on by the Committee on Effect of Depression and Recovery on Higher Education have been published in the January issue, and a special report on salaries, tenure, and promotion in the March issue of the *Bulletin*. The Committee has now issued a leaflet requesting information about the ways in which faculty members "as human beings adjusted themselves to the conditions that the depression brought about. . . . What does a man or woman do when a salary is reduced 15 or more per cent? Does he go into debt and if so for what? What happens to his insurance? Does he lose property?" An informal letter describing individual conditions and reactions seems to the Committee more desirable than a formalized statement. It is suggested that the following points be included: institution, degrees, rank, marital status, dependents, salary, history of present position, supplementary earnings, insurance, and debt.

If replies are signed they will be held absolutely confidential and will not be used in any way that will identify the writer or the institution. They may, however, be made anonymously. Communications should be addressed to Dr. M. M. Willey, University of Minnesota, Minneapolis, Minnesota. Copies of the leaflet may be obtained from him.

EDUCATIONAL DISCUSSION

ACADEMIC FREEDOM¹

My subject is Academic Freedom. . . .

I begin by recalling to your minds the Washington Conference of 1925. That conference, held under the auspices of the American Council on Education, was called together to consider the formulation of general principles governing academic freedom and academic tenure. It was attended by delegates representing the following organizations: The American Association of University Women, the American Association of University Professors, the Association of American Colleges, the Association of American Universities, the Association of Governing Boards, the Association of Land Grant Colleges, the Association of Urban Universities, the National Association of State Universities, and the American Council on Education.

At this Conference was formulated a set of principles which was later adopted by the Association of American Colleges and also used by the American Association of University Professors as the basis of its work in connection with academic freedom and academic tenure. More recently your own Association at its meeting last year reaffirmed that declaration as expressing the principles which ought to be followed by the members of your Association. In that declaration I find the following passage:

"The teacher in speaking and writing outside the institution upon subjects beyond the scope of his own field of study is entitled to precisely the same freedom and is subject to precisely the same responsibility as attach to all other citizens."

The result is that any discussion of academic freedom brings us in the last analysis to the wider subject of freedom of speech in general. A discussion of the latter must therefore lie at the basis of any discussion of the former. My first question thus is:

What is this freedom of speech of which we hear so much, which has gone out of fashion in many countries of the world, and which is, I fear, being threatened within our own borders? Why do we in America believe, or at least profess to believe, in it? What are its limitations?

As my point of departure I shall take the fact that the first Amendment to the Constitution of the United States purports to safeguard freedom of speech against unlawful encroachment by the Federal Government, and that state constitutions speak a similar language. From this fact it follows that any one who would support the principles of our Constitutional system is in duty bound to support freedom of

¹ Address before the Conference of College Presidents, held under the auspices of the Association of American Colleges at Beloit, Wisconsin, October 29, 1935.

speech to the full extent provided for by these instruments. At this point it will be helpful if we note the precise terms of the First Amendment to the Federal Constitution and recall the circumstances under which it was adopted. The Amendment reads: "The Congress shall make no law respecting an establishment of religion, or prohibiting free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

Those of you who are familiar with our Constitutional history will recall that one of the most serious objections to the Federal Constitution as originally drawn was that it contained no adequate bill of rights, and that the lack of any provision safeguarding freedom of speech was regarded by many as one of the most important omissions. This omission was repeatedly condemned in state constitutional conventions and in outside discussions. Virginia, New York, and Rhode Island embodied a declaration of the right in their ratifications of the Constitution. At the first session of the Congress a Bill of Rights, including the First Amendment, was proposed, and became a part of the Constitution in November, 1793. Similar clauses protecting freedom of speech had already been adopted in three states and were soon inserted in the constitutions of all the other states. It is therefore clear that our forefathers regarded the protection of freedom of speech as a matter of the very highest importance.

If we now turn our attention to the precise language of the First Amendment we note that it is extremely sweeping: "Congress shall make no law abridging the freedom of speech, or of the press." Taken literally this language would forbid Congress to make it criminal to counsel the commission of murder, or falsely to shout "fire" in a theater and so cause a panic, but, as Mr. Justice Holmes points out, doubtless no one ever supposed such was its effect. The language of the Amendment must therefore, like all other languages, be construed. Fortunately we have an authoritative utterance of the Supreme Court of the United States which outlines the point of view from which the determination of the meaning of the language of the Amendment must be approached. In *Schenck v. United States*, 249 U. S. 47 (1919) the Court, speaking through Mr. Justice Holmes, said: "But the character of every act depends upon the circumstances in which it is done. . . . The question in every case is whether the words are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent. It is a question of proximity and of degree."

An examination of the history of the struggle for constitutional liberty in England and in America will show that this construction of the lan-

guage is the only one justified by history as well as by the purpose of the Amendment. As Zechariah Chafee, Jr., has pointed out in his book on "Freedom of Speech," it represents the victory of one of two conflicting theories of government over the other. The view which was overthrown was that government was master; the one recognized as valid by the Bill of Rights, and reaffirmed by the Supreme Court in the Schenck case, is that government is the servant of the people and so subject to blame from its master, the people: (Chafee, p. 24). The great English lawyer and student of criminal law, Sir James Fitzjames Stephen, expressed this idea forcibly in his History of the Criminal Law (p. 300) in the following words: "To those who hold this view fully and carry it out to all its consequences there can be no such offense as sedition. There may indeed be breaches of the peace which may destroy or endanger life, limb, or property, and there may be incitements to such offenses, but *no imaginable censure of the government, short of a censure which has an immediate tendency to produce such a breach of the peace, ought to be regarded as criminal.*"

If this language has a somewhat strange and out-of-date sound to some of us in these later days, it is because many of us, while talking about the preservation of the Constitution and of our Constitutional liberties, have tended to forget the existence of the First Amendment and similar clauses in state constitutions, and their meaning as given historically and in the decisions of the Supreme Court. Let me repeat the test laid down by that Court: "The question in every case is whether the words are used in such circumstances and are of such a character as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent." Note the test: Do the words as used "create a clear and present danger," not a doubtful or merely possible and remote danger. As Sir James Fitzjames Stephen puts it, is there "an immediate tendency to produce such a breach of the peace." Let me hasten to admit that this test does not remove all ambiguity, for of course men may differ as to whether the danger is clear or not and whether it is a present danger or only a remote one; but if we keep the words of the test firmly in mind and give them their fair meaning, I believe we shall not go far wrong in their application.

If now we ask, Why did our forefathers, and why do those of us who still believe in the principles of our Constitution providing for freedom of speech, believe that freedom of utterance ought to be safeguarded even though it may permit serious criticisms of our government, and even the advocacy of important changes in its structure, the answer, I take it, is that they believed and we still believe that only in that way can truth be attained, errors corrected, and progress had.

It is a curious and interesting fact that each generation is inclined to

believe that while its forefathers merely held opinions—for do we not recognize their errors?—it itself has achieved real knowledge which is somehow different and possesses a sort of finality. In this mood it tends to view with suspicion any one who seemingly dissents from the prevailing dogma. The absurdity of this view seems clear to any one who is familiar with recent developments in the scientific world, but since most members of the community are woefully ignorant of these matters, the notion that we have somehow or other reached final truth, especially as to the best form of social, economic, and political organization, seems at the present time to be widespread among the general mass of the community. For this reason it may be worth while to pause in our discussion just long enough to note the significance for human thought of the recent developments in science to which reference has been made. To understand them we need to glance back to the last quarter of the nineteenth century, a period which Whitehead has characterized as "one of the dullest stages of thought since the time of the First Crusade," (*Science and the Modern World*, p. 143). As he puts it, "the period was efficient, dull, and half-hearted." If we ask why this was so, I think the answer is to be found in the prevailing belief of the scientific students of the period that they had reached final truth about the world of physics and chemistry, and so had begun to lose the zest which comes when one is faced with problems involving doubt and uncertainty. Speaking in this mood one of the great physicists of the period announced that apparently all the discoveries in physics had been made, and that further progress would consist merely in measuring more accurately phenomena already discovered: nothing qualitatively new was to be expected. Hardly had this eminent Victorian scientist closed his lips when Roentgen discovered the X-rays, the Curies discovered radium, and the Victorian physicists' world picture began to dissolve before their eyes. So rapidly has new discovery followed upon new discovery that Whitehead is moved to exclaim that "science is even more changeable than theology. No man of science could subscribe without qualification to . . . all his own scientific beliefs of ten years ago." (*Science and the Modern World*, p. 255.) The supposedly indestructible atoms out of which an indestructible universe of matter was built have crumbled before the theory that atoms are composite structures, composed of electrons, protons, and—in these latter days—neutrons and positrons, and the transmutation of one chemical element into another instead of being regarded as an idle dream of the visionary alchemists has become a recognized phenomenon of every day happening in the laboratory. All the old cosmic absolutes are gone: absolute space, absolute time, absolute conservation of energy and of matter, etc., etc. The reign of relativity is with us. As Whitehead says: "The old

foundations of scientific thought are becoming unintelligible. Time, space, matter, material, ether, electricity, mechanism, organism, configuration, structure, pattern, function, all require reinterpretation."

In the light of these developments, ought we not to ask: What justification have we for assuming that in the more complex fields of the social, economic, and political sciences, which deal with the relations of human beings to each other, we have attained to final truth, and that discussion which criticizes current dogma in these fields ought to be taboo? The only answer which can be given by any one who understands the scientific attitude towards life seems to me to be that we have just none at all. Having said this, I hasten to go on and add that a thorough training in the scientific habit of thought, while developing an open-minded attitude in these fields as well as elsewhere, will also develop a truly conservative attitude. That is to say, it will lead the student to realize that most new ideas, whether in physical science or in politics, are wrong, and that principles which have worked not perfectly but reasonably well in the past are not to be lightly abandoned, and that what of truth there was in old formulations needs to be preserved in the new. It will bring a realization of the fact that while change is inevitable, certain basic conditions of the life of human beings together in communities remain unaltered in spite of advances in scientific achievement and technology, and that rules of conduct painfully evolved through centuries of experience in living together are not light-heartedly to be cast aside in favor of new and untried rules of behavior whose only recommendation may be their novelty. At the same time, one so trained will not overlook that the orthodoxies of today were heresies yesterday, and that therefore while an idea is not to be hastily accepted merely because it is new, it is on the other hand not to be rejected without a hearing, again merely because it is new: it is entitled to a fair hearing, even though the burden of proof is upon it to establish its right to further consideration or perhaps adoption as a guide to action.

All this is very general. Let me be more concrete. If my understanding of the scope and meaning of the free speech clauses embodied in our constitutional system is accurate, there can be no possible ground upon which it can be argued that advocacy of alterations in the form and structure of our political and economic institutions exceeds the guaranteed liberty of utterance, unless under the particular circumstances the language used "creates a clear and present danger" that breaches of the peace or other illegal acts will thereby be provoked, not at some distant time, but immediately. One may even, if I am not mistaken, adhere to the doctrines of our forefathers and reaffirm the principles of the Declaration of Independence, including the doctrine "That wherever any form of government becomes destructive of these ends [the promotion of life,

liberty, and the pursuit of happiness], it is the right of the people to alter or abolish it and institute a new government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness." Such language, I take it, is permissible, unless under the circumstances in which such words are spoken they have—to use Sir James Fitzjames Stephens' phrase—"an immediate tendency to produce such a breach of peace."

Let me be still more concrete. I take it that the following language might lawfully be used in a political address in discussing the political issues of the present day growing out of the decision of the United States Supreme Court which held the N.R.A. unconstitutional: "This country, with its institutions, belongs to the people who inhabit it. Whenever they shall grow weary of the existing government, they can exercise their constitutional right of amending it or their revolutionary right to dismember and overthrow it. . . . The candid citizen must confess that if the policy of the government upon vital questions affecting the whole people is to be irrevocably fixed by decisions of the Supreme Court, the instant they are made in ordinary litigation between parties in personal actions, the people will have ceased to be their own rulers, having to that extent practically resigned their government into the hands of that eminent tribunal."

If to some of us today language of this kind seems to go beyond the bounds of legitimate freedom of political discussion, it is, I take it, because in the heat of political controversy we have overlooked or forgotten our history. My reason for thinking so is that the language I have just read is made up of quotations from the public utterances of one whose memory we all revere, our martyred President Abraham Lincoln. Part of it is from his first Inaugural Address. In his refusal to regard a decision of the Supreme Court as settling finally and for all time our country's policy on some important political or economic or social matter, Lincoln was replying to the arguments of the slave owners of the South who in their anxiety to preserve the system of human slavery under which they had prospered were relying upon the Constitution of the United States and the interpretation placed upon that document by the Supreme Court in the famous Dred Scott decision. What was permissible to Abraham Lincoln in the eighteen fifties and sixties seems to me still permissible.

Here let me quote the wise remarks of one of the greatest judicial figures of all times, the late Mr. Justice Holmes, who, in discussing our problem warned us against "attempts to check the expression of opinions that we loathe and believe fraught with death, unless they so imminently threaten immediate interference with the lawful and pressing purposes

of the law that an immediate check is required to save the country." (*Abrams v. United States*, 250 U. S. 610).

Turning now to academic freedom as distinguished from freedom of speech in general: our discussion has shown rather clearly what are the rights of the college and university teacher and investigator outside the classroom, as recognized in the principles formulated by the Washington Conference and adopted by your Association: they are precisely the rights of freedom of utterance guaranteed by the First Amendment to the Federal Constitution and similar provisions in state constitutions. There remains the equally difficult problem of the classroom. If I read the declarations of the Washington Conference aright, the college or university teacher is, subject to certain limitations which will be stated in a moment, entitled to discuss "controversial topics" within his own field of study, at least so long as he does so honestly and in a scientific spirit. The limitations mentioned are two in number. The first is, that the instructor may not carry on discussions of controversial topics even in his own field if he has expressly agreed not to do so. The precise words of the statement of the Washington Conference are that limitations may be imposed "in the case of institutions of a denominational or partisan character," by means of "specific stipulations in advance, fully understood and accepted by both parties." To carry out the clear meaning of this language it is therefore necessary for the appointing institution to stipulate specifically "in advance," that is, before or at the time of appointment, just what limitations are being set. It is not sufficient for the institution later to say that the instructor in question had implied notice from statements in the catalogue or other publication, or from a supposed knowledge of the denominational affiliations of the institution. The limitation, to be effective, must be made specifically as a part of the contract of appointment. It is at this point that some of our denominational institutions seem to me to make a serious error by relying upon implied understandings based upon statements in catalogues and announcements of courses. It is of course always a wise precaution to put all such limitations into writing when the appointment is made. If this is not done, serious misunderstandings and differences of opinion may later arise as to what limitations were imposed during oral negotiations.

A second limitation, somewhat vague in character, refers to the "necessity for adapting instruction to the needs of immature students." Here it seems to me the principles formulated by the Washington Conference very possibly need clarification. In correspondence with our Association one college president seemed to me to be taking essentially the following position, namely, that the instruction in colleges, as distinguished from graduate schools, must not be of a character to unsettle

the minds of "immature" college students, and that if the instructor were to discuss matters of a "controversial nature" in, say, ethics, economics, or government, this unsettling process might take place. I am not sure I fully understood just what this particular college president had in mind, but so far as I could grasp his ideas, he seemed to believe that the chief end and aim of a college education is the inculcation of "sound doctrine," and that only after that process has been completed and the students are mature and perhaps staying on for university work is it desirable or even permissible for the instructor to discuss the validity of the supposedly sound doctrines which have been taught to the students in college. Now the interesting thing about this theory is that no one really supposes that it applies to the teaching of the physical sciences or, let us say, to such a subject as logic. In those fields the instructors are not merely permitted, they are expected, to train their students, even in college, in scientific habits of thought. Accordingly they point out to the students whatever weaknesses there may be, or are thought to be by some students of the subject, in the arguments currently used in support of given theories or conclusions. For example, no one thinks of criticizing as a disturber of the academic peace the instructor in logic who discusses with his students the validity of the logical reasoning which we are in the habit of using, and points out that today students of logic are divided into hostile camps over such questions as the foundations of logic and mathematics; that supposedly fundamental truths of logic, such as the law of excluded middle, are being questioned by competent students, and that recent writers are even asserting the validity of non-Aristotelian logics. Likewise no one objects when the instructor in mathematics informs his students of the development of non-Euclidean geometries and non-Pythagorean arithmetics, and perhaps announces that there is no way yet known of establishing the truth, in any absolute sense, of the different systems of geometry when considered as sciences of physical space and not merely as abstract mathematical systems. I suppose the reason that we hesitate to accord a like freedom to the teacher of economics or political science is that in these latter fields we fear that such freedom of discussion may later lead to what we regard as dangerously radical activity, whereas we have no such fear of that kind of action resulting from a discussion of logic or mathematics or scientific method.

This brings us to the crux of the matter, namely, that we can not clarify our ideas as to the proper scope of the teacher's freedom in the classroom until we have first made up our minds as to what effect the teacher is supposed to produce upon the students. Is he supposed, as the college president in question seems to have assumed, to see that before graduation the students accept as final truths certain doctrines

which are accepted as orthodox at the time, or is he supposed to train them to use their intellects in dealing intelligently with the problems of life? Is he responsible for what his students think, or rather for doing what he can to make sure that so far as possible they do actually think as intelligently and scientifically as possible?

Curiously enough the extreme conservative seems to join with the extreme radical in taking the view that the primary purpose of education is the inculcation of sound or right doctrine. Thus on the one hand we find a committee of the Progressive Education Association in a document called "A Call to the Teachers of the Nation," and the chairman of the committee, Professor George S. Counts, in a challenge to teachers entitled "Dare the Schools Build a New Social Order," taking the view that the teachers of the nation ought, so to speak, to seize the schools and use them to inculcate the sound doctrines of social and economic organization upon which the Committee and Professor Counts, and presumably the teachers, believe a new and more just social order may be built. On the other hand, we find today many of the more conservative members of the community, apparently alarmed by the social disorders growing out of the depression, calling for the suppression of free discussion of social, political, and economic matters in schools and colleges and universities. Both groups apparently agree that these institutions ought not to teach the students to think intelligently for themselves about these matters, but rather what to think, that is, sound economic and political doctrine. No theory of education could be more disastrous in results, it seems to me, especially in these days. We are confessedly living in a time when the development of science and modern technology has already brought about profound changes in our social, economic, and industrial life. Whether we will or no, other changes are taking place before our eyes under the impact of the forces generated by science and technology. It has become a platitude that we are living in a dynamic rather than a static civilization, that old habits and ways of thinking no longer suffice fully to meet the demands upon us. Continual readjustment is therefore called for. A sound educational philosophy for today, that is to say, one which will guide educational efforts along the most helpful lines, thus demands that we train the next generation in such a way that they will be able to confront new situations with intelligent and scientific methods of thought, rather than merely with fixed habits and attitudes which may be outmoded before they are even thoroughly learned.

Let me restate the matter in slightly different language. If I understand the significance of recent developments in science, the doctrines in any given field of human thought which are accepted at the time as sound have only a relative validity. They are not final truths, valid for

all time, but rather theories to work with, intellectual tools which represent the best we have been able to develop thus far, but like all tools justified by what they accomplish. Like all tools they are also susceptible of improvement as our experience with the world widens or new insight is acquired. It follows that a really sound college education will bring this relativity of human knowledge into the foreground of the student's consciousness and so equip him to grapple successfully with the problems of the present-day world.

The matter may be approached from still another point of view and the same conclusion reached. If we assume, as we in America have assumed, and, I hope, still assume and will continue to assume, that the state and government are means to an end, namely, promotion of the welfare of individual human beings, and that Society even with a capital "S" is not some kind of super-entity whose welfare is the main consideration—this latter doctrine is of course that of the fascist and totalitarian states, Germany and Italy, as well as of communist Russia—if, I repeat, we assume that the welfare of the individual is the supreme end of social organization, then we must realize that the attempt to mold all our young folks into a uniform pattern, which seems to be the aim of the exponents of the "sound doctrine" theory of education, is itself inconsistent with the end to be achieved. If I read it aright, the underlying motive of the American Declaration of Independence is the equality without sameness of all individuals; that the individual is the ultimate consumer; that all social institutions including government not only derive all their just powers from the consent of the governed but are, not ends in themselves as some today would have us believe, but rather instruments, tools, whose justification is that they promote the ends for which they are maintained, and that those ends are the life, liberty, and happiness of the individuals who maintain them. (Compare Horace M. Kallen, "Education Versus Indoctrination," p. 13.) As a good American, one who is loyal to the ideals underlying American life, I can not agree with the advocates of the inculcation of sound doctrine as the aim of American education.

Having said this, I shall paradoxically now hasten to admit that undoubtedly indoctrination of our students is inescapable: one must of course believe in something. Admitting this, I suggest with Horace Kallen that this indoctrination ought to be "in the relativity and contingency of all doctrines, in their dependence upon choice and experience." As Dr. Kallen goes on to say: "Because of the very nature of choice and intelligence, indoctrination in doctrines must be more than the setting up of a habit of talking; it can not be accomplished save through the development of habits of doing. In the sciences we have the best exemplars how competence comes to men who are committed

to no dogmas about things, and whose only dogmas concern the procedures by whose means dogmas may be tested. Indoctrination in the method of the sciences, their extension as a way of life and not a way of talking, could still be called indoctrination, but it would be an indoctrination that might truly save. For it would be indoctrination in a way by which the validity of doctrines could be tested."

The contemporary desire of many otherwise intelligent members of the community to suppress free speech and free discussion of our social ills seems to me to grow out of a fear that our social and economic institutions are not merely undergoing change but are actually crumbling beneath our feet. This fear, I venture to guess, is probably unwarranted. Granted that there are features of the present depression which differ from those of previous depressions, the fact remains that while the decay and death of so-called capitalist civilization have often been announced, our present civilization has given a larger proportion of the community, that is to say, what we call the common man, better health, a longer life, and a higher standard of living than in past generations. Moreover, the fact that we are now having a spell of bad weather does not necessarily mean that the sun will never shine again. And so because I believe that with all the faults of our present day civilization we have made much progress, not only in material ways but also in things of the spirit, and that we have as yet no real grounds for the fears that plague so many of us, I see no reason why we should not continue to stand for the truly American ideals of freedom of speech and of discussion, even of matters political and economic. I venture to predict that as the economic clouds disperse and the sunshine of better times appears, much of the present wave of intolerance will disappear, since it is born of what I believe to be an unfounded fear on the part of many members of the community that our economic system may actually be moving towards destruction or revolution.

Even if this diagnosis is wrong and the ills that afflict us are more serious than I am inclined to believe, it does not follow that the cure for those ills is to limit our usual freedom of speech. The part of wisdom, I suggest, is to attempt to diagnose the ills in question as best we may and take steps to remedy them, rather than to shut our eyes to them and insist that all is well, which latter course of conduct, it seems to me, is that chosen by those who regard it as un-American to advocate remedies which most of us dislike and do not believe would be helpful. After all, if we heed the lessons of history, it may be, indeed is probable, that further progress in social organization is possible, and that the free competition of ideas in the open market is the best way to insure that progress. Moreover, if I read history aright, attempts to limit freedom of discussion of alleged political and social ills may be temporarily success-

ful, but if the ills exist, merely drive the radical agitation underground and make its ultimate spread even more likely. As Mr. Justice Holmes once said in a letter to the Harvard Liberal Club, "with effervescing opinions, as with the not yet forgotten champagnes [he was writing during prohibition] the quickest way to let them get flat is to let them get exposed to the air."

The gist of the whole matter has never been better stated than in the following passage which also is an utterance by Mr. Justice Holmes: "But when men have realized that time has upset many fighting faiths, they may come to believe even more than they believe the very foundations of their own conduct that the ultimate good desired is better reached by free trade in ideas—that the best test of truth is the power of the thought to get itself accepted in the competition of the market, and that truth is the only ground upon which their wishes safely can be carried out. That, at any rate, is the theory of our Constitution. It is an experiment, as all life is an experiment. Every year if not every day we have to wager our salvation upon some prophecy based upon imperfect knowledge. While that experiment is part of our system, I think that we should be eternally vigilant against attempts to check the expression of opinions that we loathe and believe to be fraught with death, unless they so imminently threaten immediate interference with the lawful and pressing purposes of the law that an immediate check is required to save the country."

If the point of view which I have outlined in this discussion is accepted as a fair statement of the implications of the principles governing freedom of speech which have been adopted by your Association and the one which I represent upon this occasion, it follows that the boards of trustees and the administrators of colleges and of universities ought not to yield to the apparently growing wave of intolerance which unless it is checked may reduce our institutions of higher learning to places in which only the doctrines recognized as "sound" by those who govern us may be taught. A single glance at the pitiful conditions which now obtain in the institutions of higher learning in some European countries ought to be enough to warn us against permitting similar conditions to be introduced in violation not only of the traditions of America but of the spirit of the Declaration of Independence and the fundamental law of the land, the Constitution of the United States.

The cooperative relations which were initiated last year between your own Commission on Academic Freedom and Academic Tenure and the American Association of University Professors seem to me to be a sign of a realization on the part of the officers of your Association that the duty of protecting academic freedom rests equally upon the administrators and upon the college and university teachers. Let me express the

hope that these relations will be continued and prove even more helpful than was foreseen by those who initiated them.

W. W. COOK

SHALL THE UNIVERSITY BE FREE?¹

... Fortunately as yet our American universities and colleges have been spared any such frontal attack upon their intellectual integrity and freedom as has characterized Russia, Germany, and Italy, where the Universities have been so emasculated as to be little more than the passive tools of a sinister dictatorship. But other forms of attack are afoot which may ultimately prove almost as disastrous. . . .

The intellectual and moral independence of these institutions has been assailed by so-called teachers' oath bills. These innocuous appearing acts, doubtless well intended, are mainly the spawn of allegedly patriotic organizations and are nominally aimed at the extermination of so-called "red" influences in our schools and colleges. Their practical result, so far as they have any, is to render teachers timid about mentioning current political issues which properly should engage their best thought, to put it into the power of self-appointed busybodies to attack and annoy any teacher who may chance to come under their disfavor, and, what is worse, to invite such interference as a means of courting public notoriety for the critic as an alert defender of the national faith. Who is to decide just where the dividing line falls between loyalty and disloyalty in a casual utterance, or even in certain lines of conduct? If one may trust the political spellbinders, the two recognized leaders of our great political parties are both traitors, the one to his oath to support the Constitution, the other to his duty to safeguard the welfare of the people.

I have been a teacher for most of my active life and have known thousands of the members of that profession. I feel perfectly confident that no more essentially loyal and patriotic group of men and women can be found anywhere. No one of them would probably object to taking a loyalty oath, were it not for the outrageous initial implication that they are not loyal, and also were it not for the power of insufferable interference which the requirement of such an oath gives to bigots and morons who may conceive themselves alone possessed of the true gospel, or who suffer from the itch for newspaper publicity. Compel all persons to take such an oath, if you will, but do not insist on the teacher while you spare the radio speaker, the newspaper editor, the maker and purveyor of the movie and the movie newsreel, all of them far more powerful agents for insidious propaganda than the unfortunate teacher. Consider the utterly ridiculous condition which compels President Conant

¹ From address to Yale Alumni, February 22, 1936.

of Harvard, under the Massachusetts law as it now stands, to take such an oath, while at the same time it allows a recently naturalized foreign priest to escape such an oath and pour out weekly over the radio, under the blessed name of social justice, the most poisonous and inflammatory economic and social nonsense! Once you allow this entering wedge of arbitrary interference with liberty of thought and speech in educational institutions, you have started the process which, carried to its logical conclusion, leads to fascism, or bolshevism, pure and simple. Begun under the holy aegis of patriotism, unchecked its assured outcome is tyranny and the destruction of intellectual freedom.

However disturbed we may be by the implication of these trends, it is utterly futile to rest content with merely deploring what can not be instantly cured. No one can turn back the hands of time, nor forthwith throttle the forces which have led to the status quo, but there are certain practical inferences to be drawn from the situation which appear to me fairly obvious and definitely significant for educational statesmanship.

In the last analysis, the endowed universities, exactly like other institutions, will justly be judged by the demonstrable service they render to society and by the unique value of that service. Many of these institutions have arrogated to themselves the right to use their tax-exempted endowments and their complete liberty of action to pursue courses resulting in no appreciable or discernible human values beyond the gratification of the often highly esoteric interests of a particular scholar. These have sometimes been remote, often fanciful, and at times trivial. Now experience shows that no one can safely predict what particular line of study may ultimately prove to have practical value, and the history of pure science is full of discoveries made with neither thought nor purpose of utility from which human benefit of revolutionary consequence has subsequently sprung. But I am persuaded that, if our universities are fully to justify to the increasingly critical public their intellectual and moral freedom, which they so jealously and wisely cherish, they must explicitly and definitely turn more of their attention toward those urgent and compelling problems upon whose solution depends the very existence of civilization itself. The pronounced swing in our student interest toward the social sciences is an encouraging symptom of the clear recognition by the younger generation of this need. The Institute of Human Relations embodies one great research group dedicated to exactly these ends. A shallow and instant utility no informed person could, or would, consider as an object worthy of the orientation of university purpose. No one would counsel, or consider, the elimination, or discouragement, of the more recondite intellectual activities. But a new sense of the crying social problems of the world, a fresh interest in bringing to bear on them objectively and

completely disinterestedly every resource of the university's armory of knowledge and skill, a definite and conscious trend in university development calculated to further fundamental knowledge of the forces which control human life and civilization in all its phases—this is a service which only the university can render and one which the endowed institution, with its large freedom from partisan political influences, is peculiarly competent to render. To make quite clear to the social and political iconoclast who would destroy all private educational enterprise, who would replace all liberal institutions by technical schools, and would regiment them all in accordance with a fascist conception of the totalitarian state—to make quite clear to such an one that the endowed American university can, if allowed its independence and freedom, make an indispensable contribution which no other type of institution can equally well do—such a step may within the coming generation spell the salvation of the university as we know it and as we have struggled to build it. To fail may mean the destruction of all that we and our predecessors have given our lives to create. As a first step in this direction, I therefore believe is to be counted a frank and definite recognition by the universities of the preponderant importance for our day and for the immediate future of the crucial problems of the industrial and economic order and of the individual human life in all its physical, social, and spiritual aspects.

J. R. ANGELL

LIBERTY IN THE SOCIAL SCIENCES¹

From the president of the university to the head of the department of economics:

From time to time rumors drift into my office, coming from people who live off the campus, about the quality of teaching in the field, especially of the social sciences. Sometimes an instructor is criticized as being very loose in his thinking and very irresponsible in his statements and sometimes even immoral. When I have endeavored in the past to get substantial evidence from an individual, the complaint melts away and no one has given me any definite statements which he would be willing to stand for. Loose talk apparently is carried on outside, but something tangible is brought forward only on the rarest occasions.

However, recently I have been approached by various substantial outside persons about statements made by younger instructors in sociology or economics or history, and for my own satisfaction in answering such complaints I should be glad if you might feel willing to state to me any experiences which you have had with instructors whose teaching

¹ Correspondence in May, 1935, between the president and the head of the department of economics in one of our large universities.

might be the occasion of outside question. I should very much appreciate your net impression about objectionable teaching, whether there have been cases coming to your attention which you thought called for conferences with the instructor, and in general your thought about the teaching in your area.

My own impression is that young and enthusiastic instructors might possibly sometimes talk with an apparent brilliance of learning and with a finality which an older teacher would avoid, but I am not sure of this and I have merely a feeling of uncertainty or apprehension generated by these rumors, at times more or less specific, that come in to me. I can only say to such outside persons that I have looked into these matters and the best judgment I can obtain from the responsible professor in the various departments is—well, whatever your judgment may be. You see I am merely looking for some kind of evidence and I am not at all making any charges or criticisms. I doubt whether any can be made at any time.

Your thought will be of very great help to me in answering outside persons' comments. I trust in asking for this net impression on your part I am not imposing upon you, and I believe you will understand the situation in which I sometimes find myself in such matters.

From the head of the department of economics:

I am very glad indeed to have your letter of May 13 with regard to the possibility that once in a while a young instructor here and there in the social sciences may make irresponsible statements in the classroom. You are right in your thought that young instructors may at times talk with apparent brilliance (and I would add sometimes with real brilliance) of learning and with a finality which an older teacher would avoid. It is also inevitable that in social science classes, whether history, government, sociology, anthropology, social psychology, social ethics, or economics, there will occasionally be loose thinking. This is the more likely when instructors are overloaded with teaching and where the discussion, instead of the formal lecture, method is followed. You say that "sometimes an instructor is criticized as being very loose in his thinking and very irresponsible in his statements and sometimes even immoral." All these terms are of course relative, and in the absence of definite charges, with accurate quotation of the instructor's remarks, can only be set aside as "loose talk" on the part of irresponsible individuals. No citizen who is himself judicially minded and free from prejudiced sentiments will make vague charges of this kind, since he knows, or should know, both that they may be unfair and that they can not be substantiated if specific evidence is lacking.

I very much wish that when you get any complaint about an instructor in economics, or about what is taught or said in an economics class, you would refer the complainant either to Dean ——— or directly to me. That seems to me the proper procedure in handling such matters, for it not only takes the burden of such detail off your already overburdened shoulders but refers the complaints to those who are in more immediate position to know or to find out the facts. Furthermore, it might in a measure discourage irresponsible and uninformed complainants if they knew they had to make good their criticisms directly to the dean and the department head concerned. In most cases, I believe, a tactful conference with the complainant would help him to see that no instructor is perfect, that many things will necessarily have to be talked about in the classroom and many views expressed of which he would not approve from his own point of view, that we can not have education in the social sciences at all unless both teacher and student—and students' parents—are tolerant and "reasonable," that in the social sciences we are not "teaching," that is, inculcating, any specific doctrines, but are trying to get the student to think for himself and to give him data as objective and unbiased as we can on which to do his thinking, and that our fundamental aim is to give the student opportunity to choose his own values.

I do not gather from your letter whether complaints ordinarily concern religion, morals in the narrow sense, or economic ideas. In any of these fields an instructor may unwittingly say something which to him seems innocuous but which may arouse somebody's opposition. This is more likely to happen in lower division undergraduate classes, and especially in freshman classes. Immature and unseasoned students, especially those with fervent convictions and emotional temperament, are likely to relay to their parents any striking statement which an instructor may chance to make. They are the more likely to do this if the instructor has a vivid personality (a thing desirable in a teacher), and if his "slants" and ideas happen to appear to the student new, contrary to what he has hitherto been taught and has uncritically accepted, and therefore interesting if not shocking and "subversive." Often students who have been interestingly "shocked" like to have something interesting to take home. They report the "shocking" thing to their parents simply to enjoy shocking them in turn. It then becomes a matter of family gossip and may be enlarged into a sort of "moral" crusade to "get" somebody. Or again, a student may report home something which he thinks not only interesting but valuable, only to find that his parents, or maybe their pastor, regard it either as wild absurdity (I remember the reaction I got when I reported to my farmer-father Henry

George's single tax idea as I got it in an elementary economics course!) or a dangerous heterodoxy, the output of an "unsafe" teacher.

Almost invariably these relayed statements as to what an instructor has said or "taught" omit the context. Ordinarily this is not done deliberately, and probably neither the instructor nor the student three days after could remember the context. But without the context the statement is meaningless. It may appear "outrageous" when stated baldly without context. It may have been something which the instructor said in satire or a humorous vein, or he may have said it, contrary to his own thought and convictions, merely in order through class debate to get the class to thinking. Moreover, some instructors use the "shock" method. This method consists in throwing out a statement which you know will be contrary to the sentiment of most of the students in order to stimulate them to a mental reaction. I have myself, when I was conducting undergraduate courses, used this method. It is very effective. But it may be dangerous (from the standpoint of "outside" complaints), if used by an immature instructor.

Seasoned instructors know the probability of misunderstanding and misrepresentation and, while on their guard against it, more or less expect it. Too much fear of it, however, would be a real obstacle to good teaching. Over-inhibition and stimulative teaching are incompatible. In the long run, students themselves, certainly the better ones, are not likely to have much respect for an instructor who is obviously afraid and who is constantly "trimming." They soon come to respect the frank, courageous, and intellectually honest instructor who follows the subject where it leads, but who is tolerant and reasonably tactful and courteous.

Now, in any large social science department, like economics, which has been forced to recruit to its service a comparatively large number of inexperienced instructors, there is bound occasionally to be a young instructor whose inexperience may lead to a sort of dogmatic enthusiasm and lapse from conventional moderation of statement. Possibly such a man may be one of the most promising men in the department, provided he be given a chance to get seasoned.

The sad part of this whole question of propriety in the classroom and of "outside" complaints that this or that instructor is "radical" or "irreligious" or "immoral" in his teaching is that so few of the middle-class public, from which college and university students preponderantly come, have an intelligent idea of what a college or university is for. To many of them, its purpose seems to be to "inculcate" "safe" doctrine. And to them safe doctrine consists of ideas and sentiments which correspond to their own. Those who are very conscious that they want their sons and daughters fixed in the same cultural mold as their parents send

them to denominational schools—and are sometimes disappointed that even there their children get new and heterodox ideas. Those who are less conscious that they want their children to be educated in their own image send them to a state university, not realizing that a state university must be a place of tolerant catholicity, because, in theory at least, it serves all classes, from wealth to poverty, from capital to day labor, from fundamentalist to liberal protestant, agnostic and even atheist, from militant nationalist to pacifist, from rugged individualist to communist.

In short, the general public, I fear, is lacking in understanding of the fact that “academic freedom,” that is, freedom of discussion, is an absolute prerequisite to honest and stimulative teaching and to the very existence of a real university.

This being so, the handling of complaints from parents and others might itself be made an educational process—adult education in the meaning of education.

I do not know what, if any, specific complaints you have had concerning any member of the teaching staff of this department. But if you have not had complaints, I have not the slightest doubt that you will get them, increasingly, and that they will not all be about the younger men by any means. You are as alive, of course, as I am to the fact that in times like these, in which we are surely going through what amounts to a revolution not only of economic relations but of fundamental social ideas, there are groups which do not hesitate to conduct all manner of misrepresentative propaganda against liberty, especially freedom of speech, teaching, assembly, and publication, and also groups whose dedication to their own economic interests may lead them to disregard of due process of law and to forceful, unconstitutional taking of the law into their own hands. If freedom of the universities to pursue truth is hampered or destroyed in this country it will not be by the “reds” or “pinks” but by the reactionary economic vested interests and the misled patriots who will be used by these economic interests to attempt to set up in this country some sort of fascism, which means not only industrial feudalism but the prostitution of the universities to the teaching of just that doctrine, and no other, which the vested interests may want taught.

Neither fascistic capitalism nor communism wants the objective truth. Fascistic capitalism wants “safe” doctrine, and communism wants Marxian dialectic taught. And “safe” doctrine is that which will return us to the *status quo ante*.

A year or so ago, at a meeting of one of the leading national social science societies, I was surprised at the concern with which some of the leading social scientists viewed the possibility of a general attack on the

freedom of the universities. They had in mind what had happened in Italy and Germany. Now I can see that they were concerned none too soon. In various states laws have been passed or bills are pending which if strictly enforced would make it a criminal offense for me to carry the Communist Manifesto from my house to my office—and I am not sure it would not be a crime to have it in my possession. On the Pacific coast, I am reliably informed, fascist spies have been scattered through the university classrooms. In the city of Berkeley, with a population of less than a hundred thousand, there are said to be five thousand armed vigilantes. And you know of the legislative investigation of the University of Chicago instigated by Mr. Walgreen and the more recent charges brought against the University of Wisconsin.

You doubtless have a copy of President Hutchins' reply to the Walgreen charges. A copy of this or something like it should be handed to every student in the university, to send home to his parents.

It is clear now that liberalism and reactionism are at grips with each other. The conflict is basically one of economic interests. Changes are inevitably coming. I do not know what they will be, nor does any other economist. But as social scientists, unless we are merely to mouth over doctrines that may have been true at one time but are now in part either untrue or irrelevant, we must try to get our students to study the situation in all its aspects. Unfortunately, we economists are in position to see significance in Hamlet's line, "'Tis some danger to come between the fell incenséd points of mighty opposites." Yet I don't see how we can avoid it. All we ask is that the president and the trustees stand steadfastly by the principle of freedom and responsibility in education.

Where complaints are honest complaints, whether well founded or not, they can be dealt with by the simple process of friendly conference with the complainant. Where they are instigated by vicious propaganda, the only sensible thing to do is to fight the propaganda. Everybody nominally wants security, liberty, and opportunity. But certain powerful interests do only lip service to this ideal. They want liberty, security, and opportunity for themselves, and are either indifferent or hostile to the same values for other sections of the population. These special interests conflict. They are not intellectual conflicts. They are conflicts of emotion or sentiment—"conflicts of values." It is inevitable that economists, be they as carefully objective as humanly possible, will offend the sentiment of one side or the other.

On the whole it speaks fairly well of the non-partisanship and objectivity of teachers of economics that they have at times been damned both by labor and by capital. To the real radicals, and to even some organized labor, we are the tools of reactionary capitalism: to those un-

thinking capitalists who regard any type of liberalism of thought as radicalism we are "reds." In any case, we may perhaps infer that complaints are an evidence that our educational process is not wholly moribund, but that it is after all a living process, and that we as teachers are not simply marking time in an ivory tower.

I have often thought of the trying situation in which the president of a state university must find himself in times like these. You are between the devil and the deep sea—the duty of upholding academic freedom on one side and the onslaughts of "outside" sentiment, often ignorant, intolerant, passionate, and intensely selfish, on the other. Your letter was doubly interesting to me, from the fact that I have been trying to think through some of the fundamental problems involved in the present unrest and turmoil of ideas and sentiments, of which the attack on the universities is merely one manifestation.

I have come through to a sort of faith, if not conviction, that while fundamental values are matters of sentiment more than of reason, conflicts of interest can usually be adjusted by negotiation—discussion and due process of law—that is, through tolerance and peaceful persuasion. It may be, however, that there are certain conflicts of economic interest so deep that no amount of "reasonableness" will suffice. When we are confronted with such a situation, the only thing to do is to stand firm for our constitutional rights.

From the president:

I have your response of May 21 to my letter of inquiry concerning the character of the teaching in the social sciences. I have the deepest appreciation for the manner in which you have reviewed this whole subject. This species of correspondence is not one with which I desire to trouble the chairmen of the departments, but at the present time it seemed necessary to do so. I think you left nothing at all to be said in any discussion of this subject.

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REVIEWS

A VIGOROUS VOICE

No Friendly Voice, Robert Maynard Hutchins; Chicago: University of Chicago Press, 1936; 197 pp.

Twenty-three addresses made by President Hutchins at the university convocations, before various educational organizations, and over the radio, together with a section of his 1935 annual report, are here collected under a title reflecting the provocative style of the speaker. All have general interest for the academic profession, and some are of special or immediate practical importance. In particular may be cited the address "The Professor Pays" delivered at the annual meeting of the Association in 1931 (published in the *Bulletin* for January, 1932), from which certain passages may be recalled:

"For some things the professor can not pay too high a price. He can not pay too high a price for freedom. Perhaps he is not paying too high a price for the permanence of his tenure. For some things he can pay and is paying far too high a price. Consider what any university at this moment is paying for superfluous personnel, incompetent personnel, and the wasteful organization of instruction and research, and ask yourselves what would happen to the salaries of the professors in that university if all that money were available to increase the compensation of those that deserved it. . . .

"... if the status of the professor is to be dignified and improved, the administration and the faculty must constantly study the educational and research program of the institution with a view to promoting simplicity, efficiency, and economy. The professor pays for his vested interests."

On the same occasion President Hutchins paid the following significant tribute, and described problems of academic freedom in terms that are even more significant today:

"No one who has the slightest connection with education can fail to observe and applaud the work of this Association. Great progress has been made in the past twenty-five years in establishing the idea of academic freedom. To this Association must go the credit for the progress. Yet, this progress should not blind us to the fact that academic freedom is not yet an academic question. It is an issue that is never settled, a battle that is never won. . . ."

In several other addresses the criteria which should govern tenure and freedom are defined with incisiveness and emphasis. Admitting frankly a change in attitude Dr. Hutchins remarks:

"... I used to be opposed to permanent tenure for university professors. I thought it was an invitation to mediocrity and had a debasing effect on

salaries. I am now convinced that the greatest danger to education in America is the attempt, under the guise of patriotism, to suppress freedom of teaching, inquiry, and discussion. Consequently, I am now in favor of permanent tenure, with all its drawbacks, as by far the lesser of two evils."

Still more specifically the status of teachers is derived from his philosophy of university organization. Ideally a university is a group of professors. It should be considered that the trustees "have renounced for all practical purposes any right to pass on their qualifications to be professors. The faculty is not working for the trustees; the trustees are working for the faculty. The analogy of business or what an employer may do in business is therefore inapplicable." Of such a relationship the consequences are thus clearly outlined:

"It follows that a professor on permanent tenure should not be removed unless he is incompetent or commits some illegal act. Whether he is competent is not a question the Trustees or any other group of laymen would wish to decide. Aside from their lack of acquaintance with many of the fields studied in the University, the Trustees would not wish to establish a precedent which in the hands of their successors might be an instrument of destroying that freedom of teaching and inquiry which is indispensable to a university. Only a group of qualified scholars can determine whether a professor is competent....

"This amounts to saying that a professor on permanent or temporary tenure should not be removed or fail of reappointment because of outside activities, assuming they are not illegal and do not consume so much of his time as to render him incompetent to do his university work. Outside activities are as much protected by academic freedom as the actual business of teaching and research....

"I do not deny that professors under these circumstances may 'embarrass' the University.... This occasional 'embarrassment' is part of the price that must be paid if the University is to be a great university, or indeed a university at all.

"When a professor is accused of being 'indiscreet,' 'unwise,' or 'foolish' in his off-campus activities, we may first ask ourselves how we know that he is....

"But assuming a case where the President, the Trustees, and the Faculty all agreed that a professor had embarrassed the University, what then? If he were a competent teacher and scholar on permanent tenure, he should not be removed. If he were a competent teacher and scholar, on temporary appointment, if the funds were available for his work, if there were no man as good to take his position, he should not fail of reappointment....

"These are the consequences of regarding a university as a group of

professors rather than a legal person, a public utility, or a business corporation. I have no hesitation in saying that the more a university approaches this definition the greater it will be."

Concerning the purpose of a university Dr. Hutchins is equally positive in his own mind:

"The university should renounce any ambition to increase the ability of its graduates to acquire external goods and should relax its desire to train them in the moral virtues. Instead, it should see to it that in the college or in the university itself students might first learn how to deal with ideas. This means an education in disciplines designed to teach the student how to discover, analyze, and utilize ideas. . . ."

The range of this volume may be glimpsed in some of the titles: Educational Function of New England, The Western Universities, Education as a National Enterprise, The Outlook for Public Education, and The Chicago Plan. From these and other addresses much deserves mention or quotation. But many of the ideas are now well known. This "Voice" is widely recognized as one of the most vigorous and challenging forces in the academic world at the present time.

EXAMINATION OF EXAMINATIONS

An Examination of Examinations, Sir Philip Hartog and E. C. Rhodes; London: Macmillan and Company, 1935; 81 pp., 1s. 2d.

This study is a concise summary, expressed mainly in statistical terms, of a number of investigations of a comparison of grades given by independent examiners and boards of examiners to selected sets of examination papers in English schools and universities. It is described as the outcome of an International Conference on Examinations held in 1931 at Eastbourne under the auspices of the Carnegie Corporation, the Carnegie Foundation, and the International Institute of Teachers College, Columbia University; and is published as one of the documents of the International Institute Examinations Inquiry, under the direction of the English Committee established as a result of the Conference. The need for such analysis is stated as follows: "No element in the structure of our national education occupies at the present moment more public attention than our system of examinations. It guards the gates that lead from elementary education to intermediate and secondary education, from secondary education to the Universities, the professions, and many business careers, from the elementary and middle stages of professional education to professional life. . . . Examinations have become a familiar topic in our newspapers and in our homes. The examination system has grown to be an important element, not only in our education, but in the whole social system of our country. . . ."

But as the authors point out, the wide variation in grades given by different examiners to the same paper, and even the differences in the grades allotted by the same examiner to the same paper after a lapse of time shake confidence in the whole system and lead to the questions, "Should examinations be abolished? If not, what remedies can be suggested?" The view of the English Committee on these issues is thus stated: "It is as impracticable to recommend an *a priori* cure for the defects of the present examination system as it would be to recommend an *a priori* cure for a disease. It is only by careful and systematic experiment that methods of examination can be devised not liable to the distressing uncertainties of the present system."

For such experiment the present study provides enlightening data, and further investigation by the Committee as contributing to the cooperative attack on the problem will be awaited with interest.

PUBLICATIONS RECEIVED

The American College and University, A Human Fellowship, Charles Franklin Thwing; New York: The Macmillan Company, 1935; 237 pp., \$2.25.

The Effective and the Ineffective College Teacher, Anna Y. Reed; New York: American Book Company, 1935; 340 pp., \$3.50.

Federal Student Aid Program, Fred J. Kelly and John H. McNeely; Washington: Office of Education, Department of the Interior, 1935; 39 pp., \$0.05.

Bibliography of Research Studies in Education, 1933-34, Ruth A. Gray; Washington: Office of Education, Department of the Interior, 1935; 277 pp., \$0.25.

The Social Studies Curriculum, Fourteenth Yearbook of Department of Superintendence; Washington: National Education Association, 1936; 470 pp., \$2.00.

Alma Mater, Henry Seidel Canby; New York: Farrar and Rinehart, Inc., 1936; 259 pp., \$2.50.

An Evaluation of Courses in Education of a State Teachers College by Teachers in Service, Roscoe George Linder; New York: Bureau of Publications, Teachers College, Columbia University, 1935; 140 pp., \$1.85.

Federal Cooperation in Agricultural Extension Work, Vocational Education, and Vocational Rehabilitation, Lloyd E. Blauch; Washington: Office of Education, Department of the Interior, 1935; 297 pp., \$0.25.

List of Doctoral Dissertations in History now in Progress at the Chief American Universities, December, 1935; Washington: Carnegie Institution, 1936; 55 pp.

NOTES FROM PERIODICALS

Journal of Higher Education

The leading article in the February issue by Charles B. Murphy on "Faculty Pioneering" is a description of the "Committee on the State of the University" established by President Elliott of Purdue University and composed of ten younger faculty members, all of the rank of assistant professor or less. When appointed in June, 1933, the function of the Committee was announced as that of a roving commission with unlimited authority to examine the plans and policy of the university with regard to internal affairs. "It was to be free of 'supervision' by deans, department heads, and professors. It was given *carte blanche* in the consideration of criticisms, objections, and suggestions on the part of any member of the staff, and it was empowered to report to the faculty on any aspect whatsoever of the administration of the university." Among the activities of this Committee, as here outlined by its Chairman, have been constructive plans for reducing dishonesty in examinations and a plan recently adopted for increasing the freedom of students from a number of curricular restrictions. "Problems of a fundamental nature, involving basic questions of educational philosophy, have occupied most of the time of the Committee;" and reports on numerous administrative questions have been drafted. At present the problems of student-instructor relationship and the bases for promotion of faculty members are being studied. A significant result is thus stated in conclusion:

"There has been one interesting by-product of the activities of this Committee: as these representatives of the 'lower orders' of the faculty have come face to face with the difficulties and complexities of administrative problems, they have found themselves becoming more tolerant and sympathetic in their attitude toward administrative officers. Moreover, intimate contact with and open discussion of the problems and educational points of view of departments outside their own have given the members a broader understanding of interdepartmental relations. Since the Committee has a revolving membership, it is proving to be a valuable agency for developing among the younger men a better comprehension of the problems of the whole University."

Other articles in this issue are those on The 300th Anniversary Fund, a statement adopted by the President and fellows of Harvard College, proposing the establishment of new university professorships "which shall not be attached narrowly or finally to any particular department;" and a survey of 161 Catholic institutions of higher learning in the United States, by W. R. Smittle.

In the March issue, G. W. Eckelberry, Chairman of the Council on

Instruction at Ohio State University, describes the functions of the Council in studying and recommending the introduction and withdrawal of courses throughout the institution. Tracing the rapid expansion in the number of courses and the pressures for corresponding reduction during recent years, the writer outlines the principles and the precise regulations determining the Council's policies. A summary statement reads as follows:

"A rather large number of such cases have been adjudicated by the Council during the ten years of its operation. In a few cases involving subject matter of a border-line character joint courses have been suggested in which two departments participate in the teaching. In certain other cases it has become necessary for the Council to require a definition of the boundaries and limitations of particular courses. All of these experiences are convincing that the problem of determining duplication in courses is extremely complicated and involved, requiring in the final analysis an examination of the objectives and purposes of departments and curriculums. It is believed that such an examination can be more completely and intelligently made by a representative group of members of the University faculty than by any single administrative officer."

By way of interpretation of movements in the curriculum, the following conclusion is offered:

"The dynamic character of the program of a university is strikingly evident today. Old points of view and old objectives are being challenged. New approaches are being suggested. The perennial problem of balancing the 'technical' and 'cultural' training seems to be more acute than ever. Certain educational leaders in books, articles, and addresses are discussing the different techniques in developing 'social-mindedness,' 'social consciousness,' 'appreciation of citizenship,' 'a sense of aesthetic values,' 'economic adjustment.' Certain others are emphasizing the necessity of increasing the amount of technical training in order to meet the greater demands which will be made upon professional workers during the next few years and are suggesting that these additional requirements be inserted in the already bulging four-year curriculum. . . .

"Whether such a shift in emphasis should be made and whether expansion in certain directions should take place are questions which should be given consideration by the general faculty and the central administration."

School and Society

The issue of February 8 prints two addresses delivered at the meeting of the Association of American Colleges in New York on January 16,

"The Integrity of the American College from the Standpoint of Administration," by President Jessup, of the Carnegie Foundation for the Advancement of Teaching, and "The Integrity of the College," by President Wriston, of Lawrence College, as retiring president of the Association. Dr. Jessup's address describes some of the unfortunate results of standardization for purposes of accrediting and calls attention to a study of records of 28,000 graduate students in eighteen of the leading universities, showing "little, if any, difference in the performance of students in the graduate college who came from obscure unaccredited colleges and those who came from the fully accredited institutions." In conclusion he states: "The future of each and every college will be determined by its ability to find its job, to undertake only as much of a program as it can carry out honestly, to select students who can profit by its resources, to leave to other agencies everything else. Fortunate will be the college which can include in its inventory of resources a few really great persons as teachers, men and women actually worth knowing because of the ripeness of their scholarship and the richness of their lives. Superior to any particular forms and limits of organization, it is the currents set in motion alone by such an influence and atmosphere that can effectually meet the demands of a diverse and exacting student body."

Dr. Wriston's address likewise voices a strong reaction against all standardizing and argues forcibly for the individuality of each college and prime emphasis on the development of individual personality both among teachers and students.

In this issue also is an account of the recent annual meeting of our Association.

Journal of Adult Education

From an article in the January issue on "Indoctrination, An Essay on the Relation between Education and Politics," by Robert Ulich, visiting lecturer in the Graduate School of Education at Harvard, are quoted the following passages:

"The relation between education and politics in a changing society would be insufficiently defined if we stopped with the conclusion that the educator should not rely upon fixed ideas and objectives imposed by outer authority but above all else should strive to develop his students' own inner powers in order that they may for themselves distinguish the constructive from the destructive tendencies in their environment. . . .

"It is essential that the younger generation be introduced to the field of their future activities and that those of sufficient maturity be allowed to discuss fully the great political problems of their country. But even the most delicate political question may be so presented as not to be in

any way unfair to the development of independent thinking and to the true interests of any useful group or member of society.

"Furthermore, the educator should consider it not only his right but his duty as a citizen in his community, or as a follower or leader of a party, to stand up for his political convictions. But if he uses his power over his students in the classroom to indoctrinate them with the particular political doctrines that he favors, he must realize that he can not defend the school against similar use by advocates of policies and principles that are in opposition to his own. Even so, he may be entirely sincere in believing that, in view of the disheartening failures of western civilization, especially in the last decades, he is justified in taking his stand in the classroom in favor of some one disputed policy proposed as a remedy for these failures. But he should be equally sincere in seeing that, in taking such a stand, he is abandoning the lines of our former cultural advance. And he should not forget that our failures have not been due to our realization of our traditional values but to our neglect of them. And, finally, he ought to have at least some slight idea of how he intends to replace these standards with new guiding principles. . . .

"An educator may, therefore, easily be mistaken in urging upon his students the acceptance of any particular political measure as the best one, however warmly, as a private individual, he may espouse its cause. His proper task is to educate men to decide for themselves, in the light of all the knowledge and experience they possess, where they stand and what they want and to teach them that, having decided, it is their duty, with a full sense of responsibility, to act in accordance with their decision. . . ."

LOCAL AND CHAPTER NOTES

IOWA STATE COLLEGE, DISSEMINATING INFORMATION ABOUT THE ASSOCIATION

A three-page mimeographed summary of information concerning the Association has been recently prepared by the local chapter to familiarize faculty members with the practical advantages of membership in the Association. The section on "What Is the Local Chapter Doing?" is quoted herewith:

"The chapter has always endeavored to make Iowa State College a better place for the life and work of both students and teachers. To this end it cooperates with the college administration, with others in the state, and with the whole Association. It was this chapter which initiated the annual Honors Day. When important matters of policy for the institution are to be discussed informally, impartially, and sincerely, the monthly meetings are a normal place for the discussions to take place. Thus, the chapter took up the question of the means for distributing the burden of reduced income. When President Hughes had spoken to the chapter on his wish for greater frankness of professors on their ideas for improving the College, it was this chapter which found the means for achieving that result. Pension and insurance plans and the economic welfare of the faculty are now being studied by committees. When an inquiry from the Association had asked for information on college organization, Dean Buchanan devoted a fruitful evening to discussion of the questions involved.

"A local chapter letter keeps the members informed on topics of vital interest. We are always represented at the annual meeting of the Association; both there and through Committee and Council membership the Iowa State College Chapter has had distinct influence in the organization."

NEW YORK STATE REGIONAL MEETINGS

Albany. A luncheon meeting for chapters in the northeastern section of the state was held at the DeWitt Clinton Hotel in Albany on February 8 and 65 members were in attendance. Professor R. E. Himstead spoke on the aims and purposes of the Association, and Professor Joseph Allen of Committee E on chapter activities. Professor G. H. R. O'Donnell of Russell Sage College was the presiding officer. For this region the chapter at Skidmore College will be the host at a similar meeting in the fall.

New York City. A conference of the Metropolitan District was held at the Faculty Club, Columbia University, on February 10 for a dinner

discussion of the general topic "The American Association of University Professors: What It Should Mean to Us." Following an address by Professor Himstead on "The Association, Its Purpose and Importance to the Local Chapters" ten-minute addresses on particular topics of interest to their representative local chapters were made by Professors Marguerite Jones, Sydney Hook, Jesse D. Clarkson, Nelson P. Mead, and E. W. Patterson. Dean Howard Lee McBain of Columbia acted as chairman of the conference. An attendance of 91 representatives from nine chapters was considered most encouraging in view of the severe weather conditions which hindered transportation. The meeting was so successful that another conference will be arranged later in the year.

OREGON HIGHER INSTITUTIONS, TENURE SYSTEM

A new plan of indefinite tenure for faculty members of the state system of higher education, applicable to six institutions, has recently been adopted by the State Board of Higher Education. Under this regulation, teachers of the rank of assistant professor or above may be placed on indefinite tenure on recommendation of the executive head of the institution and on approval of the State Board. Those of the rank of instructor or below continue on the yearly contract basis, while new staff members of the rank of assistant professor or above may be employed on the annual basis until recommendation for indefinite tenure is made in each case.

UNIVERSITY OF PITTSBURGH, COMMENTS ON ACADEMIC FREEDOM

In the January issue of the *Alumni Review* of the university, an article on "The University and the A. A. U. P." consists of statements, reports, and letters regarding the removal of the institution from the eligible list of the Association and also various quotations by educators on the subject of freedom and tenure. A statement by Chancellor Bowman is quoted as follows:

"Education is a way of living. Parents hope that it will be a better way of living. They want their children to have a richness of mind, a breadth of understanding, and a spiritual outlook which will make them good neighbors and good citizens.

"When a teacher comes to the University he accepts this trust. He should not come unless he believes profoundly that he has something to give, and gives it, not as a duty but as a privilege. It is not possible to think of the value of a teacher except that you think of him for what he is intellectually and spiritually. Teaching is an emotional human process as well as an intellectual one.

"Our policy of academic tenure and freedom is that we want a teacher to be competent; to believe that he has something to give; to be honest and sensible. No man of these qualities at the University has in many years had reason to think about tenure and freedom."

CHAPTER ACTIVITIES

University of Alabama. At the chapter meeting on January 30, Dr. H. C. Pannell, representative at the annual meeting, presented a report of the sessions at St. Louis. A paper on loyalty oaths for teachers by Dr. W. P. Chase was particularly welcomed by the members present.

Albright College. In the first semester the chapter held a dinner for the entire faculty with an address on college libraries. A similar dinner in March was addressed by Professor B. W. Kunkel of Lafayette College. The chapter has recently sent a communication to the Board of Trustees calling attention to the policy advocated by the Association regarding salaries and contracts, and requesting that future faculty contracts include the precise terms of appointment.

Butler University. The principal activity of the chapter at present is a study of the administrative organization of the institution. A specific problem now under consideration is the Evening Division with attention to problems of administration, relation to the day classes, and similar questions.

Creighton University. For the rest of the year the chapter plans four meetings, with the following topics for discussion: improvements in the technique of research, faculty health and recreation, faculty insurance and annuities, personnel problems and student welfare.

Florida State Institutions. A joint meeting of the State College for Women and the University of Florida chapters was held at Tallahassee on February 8 and 9. Reports were made by the Committees on Tenure, Retirement and Pensions, Faculty Health Service, and Faculty Ethics. Professor J. H. Kusner, recently elected Council member, reviewed the annual meeting at St. Louis. Professor D. H. Briggs, President of the Chapter at the State College for Women, which acted as host, was the presiding officer. Fifty members were present at the luncheon meeting.

Indiana State Teachers College. The winter term meeting on February 22 was addressed by Dr. T. E. Mason of Purdue University on "The Intellectually Incurious." A joint spring meeting will be held with the chapters of two other institutions in May.

University of Louisville. On February 19 the chapter was host at a dinner for all faculty members and also for the members of the Board of Trustees. On that occasion plans for the future development of the physical plant of the institution were presented and discussed.

University of Michigan. The chapter is engaged in the consideration of a code of ethics for college teachers. For the past two years a standing committee has been working on the problem, and it is expected that final action on the code by the chapter will be taken this spring. The chapter committee on educational legislation is occupied with the problem of certification of teachers in the junior colleges of the state.

University of New Mexico. The chapter is working on plans for a faculty club and for holding a meeting for the discussion of faculty participation in the university administration. It has been largely influential in bringing about the organization of the present University Senate.

University of Utah. The chapter is holding regular monthly meetings at which topics mentioned in the *Bulletin* and other timely subjects of concern to the profession are discussed.

University of Wyoming. The chapter is carrying out a regular monthly program with discussion of problems especially affecting the institution and also general questions such as improvement of scholarship and student guidance.

MEMBERSHIP

ACTIVE MEMBERS ELECTED

The Committee on Admissions announces the election of one hundred and thirty-eight Active and sixty-eight Junior members as follows:

University of Alabama, Albert S. Harris, George P. Shannon; **Albany College**, Thomas F. Mundle; **Allegheny College**, Evelyn Miller; **American University**, Richard H. Bauer; **University of Arizona**, Donald M. Crooks; **University of Arkansas**, Aldean Pear; **Baylor University**, Walter W. Brandes; **Boston University**, William B. Norton, William G. Sutcliffe, Ralph W. Taylor; **Bowling Green State University**, Manette Marble, Harry R. Mathias; **Polytechnic Institute of Brooklyn**, Daniel Bailey, Frederick W. Ming; **University of Buffalo**, Adelle H. Land; **University of California (Berkeley)**, Ronald L. Olson; **University of California (Los Angeles)**, Bernice Allen, George J. Cox, Hazel J. Cubberley, Maud D. Evans, Lucile R. Grunewald, Maria L. de Lowther, Pauline F. Lynch, Abe Schechtman, Corinne A. Seeds; **Carnegie Institute of Technology**, Mary B. Scanlon; **University of Chicago**, Bengt Hamilton, Arno B. Luckhardt; **University of Cincinnati**, Laurence R. Culver; **Colgate University**, Ford B. Saunders; **Columbia University**, Arthur B. Brown; **Drake University**, Carrie T. Cabbage; **Duquesne University**, Charles R. Monticone; **Fordham University**, James Cronin, Basile-Gabriel D'Ouakil; **Fordham University Graduate School**, Dorothea McCarthy, Robert T. Rock, Jr.; **Georgetown University**, Reginald Cutting, Edward L. Everitt, Alonzo M. Lands, Henry S. Milone, James F. O'Donnell, Othmar Solnitzky, Stephen A. Yesko; **Georgia School of Technology**, Joseph H. Howey; **Harvard University**, Frederick Merk; **Heidelberg College**, J. Albert Beam, Henry Gibson; **Howard University**, Mercer Cook, George M. Jones, J. St. Clair Price, Addison E. Richmond; **Hunter College**, Dorothy B. Goebel, Helene Hartung; **Kansas State Teachers College of Emporia**, Guy Buzzard; **Kansas State Teachers College (Pittsburgh)**, George E. Ruggles; **University of Kentucky**, Edward Fisk, Victor R. Portmann, David M. Young; **Kenyon College**, William R. Ashford, Melvin Rigg; **Louisiana State University**, Fred H. Fenn; **University of Louisville**, Ruth N. Fonaroff, David W. Maurer; **Massachusetts Institute of Technology**, Joseph H. Keenan; **Michigan State College**, Harry H. Kimber, Louis B. Mayne, Lewis P. Waldo; **University of Minnesota**, Carl L. Nordly; **Mississippi Woman's College**, Lou Sullivan Shine; **Missouri State Teachers College (North-west)**, Leslie G. Sommerville; **Monmouth College**, Francis M. McClenahan, Luther E. Robinson; **New Mexico College of Agriculture and Mechanic Arts**, Lionel D. Haight, Carl Jacobs, Carl A. Tyre; **New York University**, Howard G. Cann, Ralph W. Gilbert, Francis P. Wall; **Northwestern University**, Agnes E. Jones, Tracy E. Strevey, William D. Taylor, Jr.; **Ohio State University**, James B. Tharp; **Ohio University**, Jane K. Atwood, Harry E. Benz, Edward C. Class, Donald R. Clippinger, Darrell B. Green, Einar Hansen, Florence Justin, Greta Lash, Constance G. Leete, Robert H. Marquis, Eugen H. Mueller, Royal H. Ray, Helen Reynolds, William B. Shimp, Azariah B. Sias, Lorin Staats, William C. Stehr, Edna M. Way; **University of Oklahoma**, H. Grady Sloan; **Pennsylvania State College**, John S. Bowman, Wheeler P. Davey, Edward J. Nichols; **University of Pennsylvania**, F. William Sunderman; **Princeton University**, Edward Sampson; **Rosary College**, Sister Mary H. Ryan; **College of St. Elizabeth**, Mary E. Murphy; **St. Louis University**, Vernon J. Bourke, Millett Henshaw, Ralph B. Wagner; **Skidmore College**, Margaret Fletcher, Margery Pierpont; **Swarthmore College**, Scott B. Lilly; **Syracuse University**, James H. Elson,

Frederic M. Waid; Tufts College, Lee S. McColester; University of Tulsa, John E. Fellows; Tuskegee Normal and Industrial Institute, Cleve L. Abbott, Arthur Floyd, Thomas H. McCormick; University of Utah, Thomas C. Adams, Myron C. Barlow, Edward Chapman, Arthur L. Crawford, Clara A. Latimer; Vassar College, Catharine M. Lieneman; Washburn College, Earl C. Seigfred; University of Washington, F. B. Farquharson; Western Reserve University, Ralph G. Owens; College of William and Mary, James D. Carter, J. Paul Leonard, John L. Lewis, Jr., Robert C. McClelland, Dudley Woodbridge; Williams College, Bertrand Fox.

TRANSFERS FROM JUNIOR TO ACTIVE MEMBERSHIP

Brooklyn College, Howard Selsam; Bucknell University, Adolf I. Frantz; University of Delaware, Henrietta Fleck; Guilford College, Adam D. Beittel; University of Nebraska, Harold S. Wilson; New Mexico College of Agriculture and Mechanic Arts, George W. Gardiner; Temple University, Ralph Wichterman; Union University, Frederic C. Schmidt.

JUNIOR MEMBERS ELECTED

Alabama State Teachers College (Jacksonville), Alfred Marsh; University of Alabama, Robert B. Harwood, George K. Smart; Albright College, Gerrit Memming; Bard College, Artine Artinian; Baylor University, Paul Baker, Glenn R. Capp, M. L. Goetting, Laurence L. Smith; Berea College, Lawrence M. Baker; University of California at Los Angeles, David F. Jackey, Thomas A. Watson; Colgate University, John F. Fitch, III; University of Colorado, Paul Thompson; Columbia University, Maurice S. Trotta, Ludwig C. Wang; Duke University, Philip R. Layton; University of Florida, Louis L. McQuitty; Fordham University Graduate School, Harry McNeill; Georgetown University, James M. Dille, Charles R. Linegar, William A. Randall, Robert J. Reedy; Georgia School of Technology, James E. Boyd; Harvard University, William T. Parry; University of Hawaii, Carl T. Schmidt; Howard University, Hyman W. Chase; Illinois State Normal University, Nina E. Gray, Esther Richard; University of Kentucky, Alexander Capurso, Julian D. Cox, Emerson D. Jenkins, Lehigh University, John H. Frye, Jr.; University of Louisville, James M. Read, H. S. Warwick, Francis O. Wilcox; University of Maryland, Olga Lofgren; Maryville College, Ralph S. Collins; Massachusetts Institute of Technology, Robert C. Hockett; Mt. Holyoke College, John Lobb; New York University, Harold J. Benson, Joseph C. Savage, Malvina Schweizer; Ohio University, Karl H. Krauskopf; Russell Sage College, Anne Troneck; Smith College, Hulda Rees; Southwestern College, Emily Ericsson; Swarthmore College, Robert E. Steiger; Syracuse University, Walter E. Kirkendall, Wolfgang Seiferth; Temple University, M. Catherine Hinchey; Tulane University, Marc Friedlaender; University of Utah, John P. Gillin, Wallace Stegner; Vassar College, Harold Kopel, Nikander Strelsky; University of Vermont, W. Lawrence Gardner; Western College, Carl V. Bertsch; Western Reserve University, Arnold W. Rosaaen; College of William and Mary, Harold L. Fowler; Williams College, James Curry, John R. Fanshawe, Frederick E. White; Not in University Connection, Charles M. Gates (Ph.D., Minnesota), Indianapolis, Ind.; James A. Lyons (Ph.D., Iowa), Oskaloosa, Ia.; Bernard Mortimer (M.D., Northwestern), Chicago, Ill.; Pearl Ponsford (Ph.D., Southern California), El Paso, Tex.; Juan C. Zamora (Ph.D., Columbia), Havana, Cuba.

NOMINATIONS FOR MEMBERSHIP

The following one hundred and thirty-nine nominations for Active membership and thirty-eight nominations for Junior membership are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the General Secretary, 744 Jackson Place, Washington, D. C., or to the Chairman of the Committee on Admissions¹ and will be considered by the Committee if received before May 25, 1936.

The Committee on Admissions consists of Ella Lonn, Goucher, Chairman; H. L. Crosby, Pennsylvania; B. W. Kunkel, Lafayette; A. Richards, Oklahoma; W. O. Sypherd, Delaware; F. J. Tschan, Pennsylvania State.

Edith Abell (Art), South Dakota
Harold P. Alspaugh (Marketing), Temple
O. R. Altman (Political Science), Williams
C. Arnold Anderson (Sociology), Iowa State
Marvin J. Andrews (Pharmacy), Maryland
Charles K. Angrist (Library), City (New York)
John Auer (Pharmacology), St. Louis
Joseph W. Barlow (Spanish), New York
William M. Barnett (Biology, Education), Washington (Maryland)
W. Leo Batten (Philosophy), Fordham
Ada Baum (Music), Kansas State Teachers (Emporia)
Ralph F. Beckert (Accounting), Ohio
Edith E. Beechel (Education), Ohio
Raymond N. Bieter (Pharmacology), Minnesota
Hillman M. Bishop (Government), City (New York)
Henry F. Boettcher (Drama), Allegheny
Milo J. Bowman (Law), Indiana
James Brady (Physics), St. Louis
Sherwood F. Brown (Physics), St. Lawrence
Louis F. Buckley (Economics), Notre Dame (Indiana)
Aloysius Bungart (English), John Carroll
William Burke (Art), Northwestern
John H. Burr (Physical Education), Howard (D. C.)
Vera M. Butler (Education), Temple
Frank R. Byers (English), Cincinnati
C. P. Camp (Economics), Butler
LeRoy Carlson (Music), Louisiana State
Robert H. Cardew (French), Cincinnati
Charles Carter (Biology), Parsons
Iva Chapman (Education), Texas State for Women
Asa Clark (French, Spanish), Alabama Polytechnic
Frances M. Clarke (Education), Connecticut
B. Olive Cole (Economics, Law), Maryland
John R. Cooper (Horticulture), Arkansas

¹Nominations should in all cases be presented through the Washington Office, 744 Jackson Place, Washington, D. C.

Arthur Crosman (Biology), New York
Edward E. Cureton (Education), Alabama Polytechnic
Harold H. Davis (English), Pomona
May L. Denham (Education), Louisiana State
Howard H. Dunbar (English), New York
Margaret M. Duncan (Physical Education), Missouri
Irene M. Eastman (Chemistry), Keuka
Clara Evans (Education), Nebraska
Herbert P. Evans (Mathematics), Wisconsin
Cortland Eyer (Romance Languages), Northwestern
N. E. Fabricius (Dairy Industry), Iowa State
John G. Fairfield (Engineering), Rensselaer Polytechnic
Albert M. Field (Agricultural Education), Minnesota
Moyer S. Fleisher (Bacteriology), St. Louis
Louis W. Forrey (English), St. Louis
Ida M. Franz (Education), Kansas State Teachers (Emporia)
Franklin T. Gardner (Chemistry), Tulsa
Delia Garrett (Home Economics), South Dakota
Ernst Gellhorn (Physiology), Illinois
Franklin L. Gilson (Speech), Kansas State Teachers (Emporia)
Kingsley W. Given (Speech), Kansas State
C. F. Gladfelter (Agriculture), Kansas State Teachers (Emporia)
Walter S. Gladfelter (Marketing), Temple
Eneas B. Goodwin (Economics), Loyola (Illinois)
Gustave V. Grevenig (French), St. Louis
Prudence Gunson (Physical Education), Temple
Philip Halpern (Law), Buffalo
Louis A. Hansborough (Zoology), Howard (D. C.)
Queen C. Harper (English), Kansas State Teachers (Emporia)
Edith R. Harshberger (Physical Education), California (Los Angeles)
Leon H. Hartwell (English), North Dakota Agricultural
Margaret M. Healey (Education), Louisiana State
Robert B. Heilman (English), Louisiana State
Benjamin O. Herring (Bible), Baylor (Waco)
Edwin M. Highsmith (Education), Furman
Ernest G. Hoffsten (English), Harris Teachers
Mervin B. Hogan (Engineering), Utah
Sherman P. Hollister (Horticulture), Connecticut State
Joyce M. Horner (English), Hood
Edith M. Howard (History), Missouri State Teachers (Central)
Roger Howell (Law), Maryland
Emma Humble (Education), Kansas State Teachers (Emporia)
Ellen H. Jerve (Physical Education), Hood
A. Rex Johnson (Economics, Marketing), Brigham Young
Christian Jordan (Music), Louisiana State
Albert F. Kaelin (Greek, German), Fordham
Gladys Kemp (Education), Kansas State Teachers (Emporia)
Madeleine Kirkland (Home Economics), Howard (D. C.)
Theodore Lams (Music), Northwestern
Robert E. Lee (Business Law), Temple
Albert Lukken (Music), Tulsa

J. George Lutz (Chemistry), Union (New York)
James H. McCabe (English), Fordham
Paul McCorkle (Physics), Pennsylvania State Teachers (West Chester)
Robert M. McDill (Mathematics), Hastings
Thomas McHugh (English, French), Fordham
Dayton D. McKean (Public Speaking), Princeton
Arnold Maloney (Pharmacology), Howard (D. C.)
Mary E. Marks (Library), Wyoming
Oscar A. Marti (History), Missouri State Teachers (Central)
Blanchard W. Means (Philosophy), Trinity (Connecticut)
John M. Melchior (Classics), Loyola (Illinois)
Wilson Micks (French), Rochester
Mildred S. Miller (Education), Kansas State Teachers (Emporia)
Walter Mosauer (Zoology), California (Los Angeles)
Robert W. Murchie (Sociology), Minnesota
Joseph S. Murphy (Classics), Fordham
Alonzo F. Myers (Education), New York
Ward H. Overholt (Education), Kansas State Teachers (Emporia)
James Parks (Art), Lincoln (Missouri)
William Peterson (Physical Education), Northwestern
Velma Phillips (Home Economics), Ohio
Walter C. Phillips (English), Cincinnati
Elliot H. Polinger (Romance Languages), City (New York)
Ben L. Remick (Engineering), Tulsa
Boyd Ringo (Music), Tulsa
Bertha Robinson (Education), Kansas State Teachers (Emporia)
J. Ben Robinson (Dentistry), Maryland
José C. Rosario (Education), Puerto Rico
Inez S. Ryberg (Latin), Vassar
Eva M. Sanford (History), Western Reserve
Reinhardt Schuhmann (Chemistry), Western State of Colorado
Frederic W. Schlutz (Pediatrics), Chicago
George A. Schumacher (English), Butler
Christian Schuster, Jr. (German), Temple
Charles A. Selzer (Psychology), Pennsylvania State Teachers (West Chester)
Louise S. Sewell (Home Economics), Howard (D. C.)
Ruth V. Simpson (Home Economics), Kansas State Teachers (Emporia)
Francis M. Smudde (History, Sociology), St. Cloud State Teachers
Mary D. Spalding (English), Harris Teachers
Samuel W. Specthrie (Accounting), Northwestern
Robert K. Speer (Education), New York
G. Holt Steck (Music), Nebraska State Teachers (Peru)
Samuel J. Steiner (Spanish), Temple
Solon B. Sudduth (Physical Education), Henderson State Teachers
Harvey L. Sweetman (Entomology, Ecology), Massachusetts State
Martha C. Thomas (Home Economics), Hood
Inez Thrift (English), Arizona
Carlton P. West (Social Sciences), Wake Forest
Leon Whipple (Journalism), New York
Martha K. Wiegand (Commerce), Temple
Dan L. Wilhelm (Speech, Dramatics), Kansas State Teachers (Emporia)

Jennie Williams (Education), Kansas State Teachers (Emporia)
Robert I. Wolff (Physics), City (New York)
Frank E. Wood (Mathematics), Northwestern

NOMINATIONS FOR JUNIOR MEMBERSHIP

Dorothy M. Anderson (Biological Sciences), Hood
Bridgewater M. Arnold (Law), Maryland
Paul Averitt (Geology), Kentucky
Donald W. Bailey (Psychology), Yale
Robert W. Bailey (Economics, Commerce), Tulsa
Dale E. Bennett (Law), Louisiana State
James F. Brady (Classics), Fordham
Theodore B. Brameld (Philosophy), Adelphi
W. Howard Chase (International Relations), Harvard
Ruth Clayton (Home Economics), Hood
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Howard E. Couper (Music), Mills
James R. Foster (Zoology), Kentucky
Donald Gavin (History), John Carroll
Langston T. Hawley (Accounting, Commerce), Alabama
J. Edward Hedges (Economics), Emory
Pearson Hunt (Economics), Yale
John S. Irwin (French), Wisconsin
G. Louis Joughin (English), Texas
Wendell M. Keck (English), Monmouth
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Appointment Service Announcements

The Appointment Service is open only to members but formal registration is necessary. Those interested in keyed vacancies may have duplicates of their registration blanks transmitted to appointing officers on request.

Members registered with the Appointment Service may have brief announcements inserted in the Teachers Available Section at a charge of \$1.00 per line for the first insertion and 50 per cent of that amount for repetitions. Copy should reach the Washington Office not later than the end of the month preceding publication.

Administrative officers who are interested in announcements under Teachers Available may, upon inquiry, receive copies of registration papers of candidates. Appointing officers are invited to report vacancies at their institutions.

Vacancies Reported

Biology: Instructor, man, northeastern college. A.M. or Ph.D. Salary, \$1800. V 1006

Business Administration and Accounting: Associate professor, man, eastern Catholic college. To teach advanced courses. Ph.D. preferred, some teaching experience. V 1010

Chemistry: Professor or associate professor, man, east central state university. Specialist in organic chemistry. Salary: professor, \$3500; associate professor, \$3100. V 1008

German: Instructor, man, under 40, southwestern university. Ph.D. and some experience. Salary, \$1800. V 1002

Mathematics: Instructor or assistant professor, man, north central technical institution. Ph.D., nominal amount teaching experience, and interest in research. Salary, \$2000-\$2700. V 1009

Mathematics: Instructor, man, northeastern college. A.M. or Ph.D. Salary, \$1800. V 1005

Philosophy: Instructor, man, east central state university. Ph.D., broadly trained in philosophy, adapted chiefly to undergraduate teaching. Salary, \$1800. V 1007

Teachers Available

Astronomy: Man, 31, Ph.D. Previous experience as teaching assistant. Wishes position in good institution as change from pure research. A 1306

Biology or Zoology: Man, Ph.D. California. Twelve years' college teaching in zoology and botany. Now employed. Desires change. A 1307

Biology or Zoology: Woman, Ph.D. Cornell. Fifteen years' teaching, research. A 1308

Botany or Biology: Woman, Ph.D. Illinois. Teaching experience, research, publications, now employed in woman's college. Desires change. Available June. A 1309

Chemistry: Man, married, Ph.D. Teaching experience. Research in physical and organic chemistry. Available June. A 1310

Chemistry (Physical, Inorganic): Ph.D. Princeton, 1932. Nine years' college teaching experience. Industrial experience. Research publications. Desires teaching and research or administrative position in liberal arts college. A 1311

Classics: Man, single, 26, Ph.D. Excellent record, trained in research, now employed, available 1936. A 1312

Economics, Business Law, Government: Man, LL.B.; M.A. Columbia; work toward Ph.D. Administrative and teaching experience. Exceptional practical and theoretical background. Travel and research abroad. Now employed. Desires change. Available summer or September. A 1313

Engineering: Ph.D. 1935, Iowa. Hydraulics, mechanics, strength of materials, thermodynamics, physics. Eleven years' teaching experience, six as departmental head. European travel and residence. A 1314

English: Man, married, 42, Ph.D., N. C. 1924. Twelve years' college teaching. Research experience. Travel. Desires change. Available September. A 1315

English: Man, Ph.D.; 12 years' experience; lecturer; nationally known critic and biographer. Now located western university; wishes to move east. A 1316

English: Man, Ph.D. Cornell. Fifteen years' teaching experience, seven as departmental head. American literature, Victorian, eighteenth century. Available June or September. A 1317

English, Comparative Literature: Woman, 28, Ph.D. Vanderbilt. Eight years' experience. Now head of overweighted department in small college. Would prefer professorship in larger institution. A 1318

Fine Arts: Man, married, M.F.A. Princeton. Thirteen years' experience undergraduate and graduate teaching of history of art in eastern university. Two years' travel in Europe. A 1319

French: American, 30, A.B., A.M. Harvard. Candidate for Ph.D., 1936. Nine years' college experience. A 1320

French, Italian: Woman, M.A. Columbia. Considerable work toward Ph.D. Born, lived and studied abroad. Speaks English perfectly. Recognition Italian honorary society. Graduate work abroad. Text-book soon out of press. Four years in present position. Desires change. Available summer or September. A 1321

Geology, Mineralogy: Ph.D., instructor, excellent record, field experience, publications, desires change. A 1322

German: Man, Ph.D. Hamburg. Three years' teaching experience in state university. Six years' study and travel in Germany. A 1323

German, French: Ph.D. Harvard. Fifteen years' college and university teaching. Three years' study and travel abroad. A 1324

VOLUME XXII

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BULLETIN
OF
THE AMERICAN ASSOCIATION
OF
UNIVERSITY PROFESSORS

APPOINTMENT SERVICE

EDITORIAL DISCUSSION

CHAPTER ACTIVITIES

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